

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 "Nothing Holds Me Back."

1. Reread the section "A World Without Sight." Which line below BEST expresses the central idea of this section?

- Ⓐ "About 253 million people around the world are visually impaired . . ." (p. 5)
- Ⓑ "Being blind in a sighted world presents unique challenges . . . For Noah, none of these things is especially daunting." (p. 5)
- Ⓒ "Noah now goes through his school day independently." (p. 6)
- Ⓓ "He uses apps on his phone that utilize GPS to guide him down streets." (p. 6)

2. Read the central idea of the section "A Regular Kid" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support this central idea?

Central Idea:
Sighted people sometimes misjudge people who are blind or visually impaired.

- Ⓐ "And though he has hosted many sleepovers, he has never been invited to stay over at someone else's house." (p. 7)
- Ⓑ "When Noah was young, the school he attended couldn't always offer the level of support he needed." (p. 7)
- Ⓒ "For instance, when Noah was in middle school, he was cast in a role in a school musical that involved dancing. But Noah wasn't included in the dance number." (p. 7)
- Ⓓ "It took years to find a piano teacher willing to take Noah on as a student." (p. 7)

I chose _____ because _____

- 3. Read the details from the section "Powerful Advocate" listed below. In the box, write a central idea that these details support.**

Central Idea:

Detail 1: "Noah has already successfully campaigned for every local TV station in his community to provide AD access, a process that took him six years." (p. 8)

Detail 2: "I'm trying to live life to the fullest. The only limit that you have is in your mind. If you say, 'I can't do this, I can't do that,' well, no you can't. But if you say, 'I can try,' then you've opened up a door . . ." (p. 8)

Detail 3: "And when he isn't training for a race or performing on stage or lobstering, he's talking with his friends about computers or the latest Star Wars movie." (p. 8)

- 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:

Noah has not let his blindness stop him from living life to the fullest.

Supporting detail 1:

"Noah has been running cross-country since before kindergarten." (p. 6)

Supporting detail 2:

Supporting detail 3:

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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 "Nothing Holds Me Back."

1. Read a central idea of the section "A Regular Kid" stated in the box below. Then check the boxes next to the THREE details that best support this central idea.

Central Idea:

Sighted people sometimes misjudge people who are blind or visually impaired.

- ☐ "And though he has hosted many sleepovers, he has never been invited to stay over at someone else's house." (p. 7)
- ☐ "When Noah was young, the school he attended couldn't always offer the level of support he needed." (p. 7)
- ☐ "For instance, when Noah was in middle school, he was cast in a role in a school musical that involved dancing. But Noah wasn't included in the dance number." (p. 7)
- ☐ "'One thing that has been hardest for Noah is connecting,' says Suzanne. 'So many of our interactions are visual.'" (p. 7)
- ☐ "It took years to find a piano teacher willing to take Noah on as a student." (p. 7)

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

Central Idea:

Noah Carver is _____

Detail 1: "He sings in a choir; rides horses; goes lobstering (fishing for lobsters); and plays the guitar, piano, and drums." (p. 6)

Detail 2: "Noah has already successfully campaigned for every local TV station in his community to provide AD access, a process that took him six years." (p. 8)

Detail 3: "'I'm trying to live life to the fullest. The only limit that you have is in your mind.'" (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 “Nothing Holds Me Back.”

1. Who is the article mainly about?

2. What main challenge does this person face?

3. How does this person overcome this challenge?

4. How is this person doing today?

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

Summary of "Nothing Holds Me Back"

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 “Nothing Holds Me Back.”

Fifteen-year-old Noah Carver runs cross-country, skis, races boats, and plays several instruments. Noah is also completely blind.

Noah _____

_____. Although he faces unique challenges because of this, with a little extra support, Noah can do all of the things a sighted person can do. For example, to get around his school, _____

_____.

However, Noah does still face difficulties—mostly when dealing with the assumptions that sighted people tend to make about blind people. For example, _____

_____.

People have also been unkind to Noah simply because he cannot see. But instead of dwelling on bad experiences, Noah stays positive and has become an advocate for the blind community. His most recent project has been to _____

_____.

Today, Noah _____

_____.

2. What special supports does Noah use to get around his school?

1. What caused Noah's blindness?

3. Describe an example where someone misjudged Noah's abilities.

4. What is Noah currently petitioning for?

5. What is Noah's life like today?

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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 Kristin Lewis's tone in "Nothing Holds Me Back."

1. Noah says, "Just because I'm blind doesn't mean I'm different from any sighted person. There is just one thing that's different about us in the physical sense—can't see a thing!" Which best describes Noah's attitude in this quote?

- (A) Noah is angry that people underestimate him.
- (B) Noah is self-conscious about being perceived as different from sighted people.
- (C) Noah is positive and humorous because he doesn't view being blind as something that holds him back.
- (D) Noah is frustrated by the challenges that blindness can present.

2. Which DOES NOT convey that author Kristin Lewis is sympathetic to the challenges blindness can present?

- (A) "Just imagine: How would you navigate through your day without being able to see?"
- (B) "Noah has experienced his fair share of bullying and exclusion for no other reason than the fact that he is blind."
- (C) "Perhaps toughest of all for Noah has been dealing with classmates who haven't always been kind."
- (D) "Noah has been running cross-country since before kindergarten."

3. In the sidebar on page 8, the section "Ask Me Questions" includes the phrases "it's OK," "ask away," and "quite frankly, I love it." These phrases

- (A) warn readers to be careful not to ask rude questions.
- (B) reassure readers that asking questions is not offensive.
- (C) reveal Noah's frustration with people who are afraid to ask questions.
- (D) reflect Noah's disappointment about being left out.

4. Consider these sentences from the last section of the article:

- "Still, if there is one thing you have to know about Noah, it's that he is courageous and determined."
- "Indeed, he has become a strong advocate for the blind community."
- "Noah has already successfully campaigned for every local TV station in his community to provide AD access, a process that took him six years."

These sentences contribute to a(n) _____ tone.

- (A) apologetic
- (B) appreciative
- (C) passionate
- (D) admiring

5. At the end of the article, Noah says this:

"The only limit that you have is in your mind. If you say, 'I can't do this, I can't do that,' well, no you can't. But if you say, 'I can try,' then you've opened up a door, and you can keep opening doors rather than shutting them."

Which word best describes Noah's tone?

- (A) informative
- (B) lighthearted
- (C) inspirational
- (D) frustrated

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

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Finding and Using Text Evidence

Directions: Read “Beauty and Disaster” and “The Power of Kilauea.” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining why volcanoes are an important part of our world.

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

- Ⓐ The world would be a much different place without volcanoes.
- Ⓑ Volcanoes can be very destructive.
- Ⓒ Volcanoes have been around for millions of years.

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

- Ⓐ “By July, about 700 houses had been destroyed.” (p. 23)
- Ⓑ “Then there’s Krakatau, in Indonesia, which erupted in 1893 with a crack heard 3,000 miles away.” (p. 21)
- Ⓒ “Over many millions of years, volcanic activity has shaped more than 80 percent of Earth’s surface.” (p. 24)

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

- Ⓐ It shows how long volcanoes have been around for.
- Ⓑ It shows how big of an impact volcanoes have had on our planet.
- Ⓒ It provides an example of how destructive volcanoes can be.

2. Choose the piece of text evidence from “Beauty and Disaster” that BEST supports the statement below. Then complete the sentence to explain your choice.

Hawaii is a popular tourist destination.

- Ⓐ “Thousands of miles from any other land, Hawaii is one of the most remote and beautiful spots on Earth . . .” (p. 20)
- Ⓑ “Nearly 1.5 million people make their home in Hawaii, and another 9 million visit every year.” (p. 20)
- Ⓒ “Kapoho Bay, a popular swimming spot, had become a river of molten rock.” (p. 23)

I chose ____ because _____

3. A. Choose the THREE pieces of text evidence from “Beauty and Disaster” and “The Power of Kilauea” that BEST support the statement below.

Volcanoes are destructive.

- Ⓐ “Closer to home, there’s Mount St. Helens, in Washington State, which killed 57 people when it erupted in 1980.” (p. 21)
- Ⓑ “Twenty miles away, rivers of glowing molten rock poured into neighborhoods, devouring houses and cars.” (pp. 22–23)
- Ⓒ “Scientists had warned that Kilauea could become violent.” (p. 22)
- Ⓓ “On any given day, about 20 volcanoes on Earth are erupting.” (p. 24)
- Ⓔ “Volcanic eruptions destroy forests, wildlife, and crops.” (p. 25)

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 “Beauty and Disaster” in the form of a direct quotation.

- Ⓐ Shield volcanoes erupt differently than stratovolcanoes. In her article “Beauty and Disaster,” author Lauren Tarshis writes, “[Shield volcanoes] aren’t as likely as stratovolcanoes to erupt with sudden violence; rather, they often ooze gentle flows of lava and emit gases, sometimes spurting lava upward in lazy fountains” (21). In other words, shield volcanoes erupt in a calmer, less dramatic way.
- Ⓑ Shield volcanoes erupt differently than stratovolcanoes. In her article “Beauty and Disaster,” author Lauren Tarshis writes, “[Shield volcanoes] aren’t as likely as stratovolcanoes to erupt with sudden violence; rather, they often ooze gentle flows of lava and emit gases, sometimes spurting lava upward in lazy fountains” (21).
- Ⓒ Shield volcanoes erupt differently than stratovolcanoes. Shield volcanoes aren’t as likely as stratovolcanoes to erupt with sudden violence; rather, they often ooze gentle flows of lava and emit gases. In other words, shield volcanoes erupt in a calm, less dramatic way.

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

5. Choose the paragraph that correctly uses text evidence from “The Power of Kilauea” in the form of a paraphrase.

- Ⓐ Volcanoes can be good for the environment. In the informational text “The Power of Kilauea,” the author explains that after a volcano erupts, the soil around the volcano is much more fertile because of all of the nutrients and minerals that volcanic eruptions can deposit (25).
- Ⓑ Volcanoes can be good for the environment. In the informational text “The Power of Kilauea,” the author writes, “The soil near volcanoes is incredibly fertile because volcanic eruptions deposit minerals and other nutrients into the ground” (25). In other words, volcanic eruptions can help plants grow by enriching soil.
- Ⓒ Volcanoes can be good for the environment. In the informational text “The Power of Kilauea,” the author explains that after a volcano erupts, the soil around the volcano is much more fertile because of all of the nutrients and minerals that volcanic eruptions can deposit (25). In other words, volcanic eruptions can help plants grow by enriching soil.

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**

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 “Beauty and Disaster” and “The Power of Kilauea,” then complete the activity below.

1. Choose the TWO pieces of text evidence from “Beauty and Disaster” that best support the statement below.

STATEMENT:

Kilauea was not considered an immediate danger to people in Hawaii.

- Ⓐ “Six volcanoes in Hawaii are considered active, which means they could possibly erupt at any moment.” (p. 21)
 - Ⓑ “For years, Kilauea had seemed tame—a purring cat.” (p. 20)
 - Ⓒ “In recent decades, several neighborhoods have been built on Kilauea, including the one where Josh lives.” (p. 22)
 - Ⓓ “Shield volcanoes look less like towering mountains and more like humps rising from the ground.” (p. 21)
-

2. Choose the ONE piece of text evidence from “Beauty and Disaster” that best supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Hawaii is a popular tourist destination.

- Ⓐ “Thousands of miles from any other land, Hawaii is one of the most remote and beautiful spots on Earth . . .” (p. 20)
- Ⓑ “Nearly 1.5 million people make their home in Hawaii, and another 9 million visit every year.” (p. 20)
- Ⓒ “Kapoho Bay, a popular swimming spot, had become a river of molten rock.” (p. 23)

I chose ____ because _____

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

STATEMENT:

Volcanoes are destructive.

Ⓐ “Closer to home, there’s Mount St. Helens, in Washington State, which killed 57 people when it erupted in 1980.” (p. 21)

Ⓑ “Twenty miles away, rivers of glowing molten rock poured into neighborhoods, devouring houses and cars.” (pp. 22–23)

Ⓒ _____

.....

4. Read the lines below from “Beauty and Disaster” and “The Power of Kilauea.” Then write a statement that they support.

STATEMENT:

Ⓐ “Volcanoes give us trees and flowers.” (p. 25)

Ⓑ “It is because of volcanoes, in fact, that Hawaii exists.” (p. 20)

Ⓒ “Over many millions of years, volcanic activity has shaped more than 80 percent of Earth’s surface.” (p. 24)

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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 "Beauty and Disaster."

1. Describe the images on pages 18-19. What do these images tell you about the landscape of Hawaii?

2. Study the map on page 20. What does it tell you about the Big Island of Hawaii?

3. How do the photos on the top of pages 22 and 23 contribute to your understanding of the article?

4. Study the illustration and read the caption on the bottom of page 23. Why might the author have chosen to include these features?

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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 "Beauty and Disaster."

1. In the first section of the article, the author uses description several times. 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)

2. A. Underline the text structure the author uses in the section "Lazy Fountains."

cause and effect

compare and contrast

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

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)

3. A. Which text structure does the author use in the section "Devouring Houses"?

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

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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. In Scene 3, Della heads out to sell her hair:</p> <p>SD3: Della goes to the mirror. She runs a hand over her hair and sighs.</p> <p>SD1: Then she squares her shoulders, puts on an old brown hat and coat, and marches out of the apartment.</p>	<p><i>What do these lines reveal about how Della feels about the decision to cut her hair?</i></p> <p>These lines reveal that though Della feels sad about cutting her hair, she also feels confident that it is the right thing to do and she is determined to do it.</p>
<p>2. <i>Find two lines that support the inference on the right.</i></p>	<p>Jim and Della care about each other very much.</p>
<p>3. In Scene 6, Hattie comes over to do Della's hair:</p> <p>SD1: Della sits in a chair in her living room.</p> <p>SD2: Hattie stands behind her, using a curling iron to create dozens of tiny curls in Della's short hair.</p> <p>Hattie: I can't believe you really sold it. Your hair was your pride and joy.</p> <p>Della: Yes, it was. But nothing is more important to me than Jim. It doesn't look too bad, does it?</p> <p>Hattie: No, not at all. I think you look rather charming. See for yourself—I'm all done.</p>	<p><i>What do these lines reveal about Della and Hattie's relationship?</i></p>

Clues	Inference
<p>4. In Scene 6, Della and Jim exchange gifts:</p> <p>Della: It's a beauty, isn't it? I hunted all over town to find it. Give me your watch—I want to see how the chain looks on it.</p> <p>SD3: Ignoring Della's request, Jim goes to the couch and sits down. He grins.</p> <p>Jim: Della, let's put our gifts away for a while. They're too nice to use at present.</p> <p>Della: But—</p> <p>Jim: Della, the fact is, I sold my watch to buy your combs.</p> <p>Della: You—?</p> <p>Jim: That's right.</p> <p>SD1: Della sits down next to Jim. A smile tugs at the corners of her mouth.</p> <p>Jim: Now then, shall we get started on our Christmas Eve supper?</p>	<p><i>How are Jim and Della feeling in this moment? How do you know?</i></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 an excerpt from Scene 1 of
The Gift of the Magi.

New York City, 1900

SD1: The lights come up on a living room in a tiny apartment. The furnishings are simple and worn: a threadbare rug, a scuffed coffee table, a couch with cushions deflated by time.

SD2: A small, scraggly Christmas tree sits on a table in one corner, sparsely decorated with a few colorful glass ornaments and strings of popcorn.

SD3: Della kneels beside the coffee table. Her brow is furrowed as she dumps coins out of a tin can and counts them.

Della: One eighty-five, one eighty-six . . . one eighty-seven.

SD1: She flops onto the couch and bursts into tears.

SD2: Her sobs are soon interrupted by knocking. Swiping at her tears, she answers the door.

Charlie and Hattie (singing): Jingle bells! Jingle bells! Jingle all the way! Oh, what fun it is to—

SD3: They stop, noticing Della’s expression.

Charlie: My dear cousin, what is wrong?

Della: Oh, Charlie!

SD1: Della walks back to the couch and slumps into the cushions.

Hattie: Please—tell us what happened. Is Jim all right?

Della (sniffing): Oh, yes, Jim is fine. It’s just that . . .

SD2: Della gestures to the coins on the table.

Della: It’s two days before Christmas, and one dollar and eighty-seven cents is all I’ve got for Jim’s present.

Hattie: Oh, now Della, I’m sure he won’t mind.

Charlie: Jim loves you so much. He won’t care about a present.

Della: I saved everything I could. I really did. No doubt the butcher and the grocer dread seeing me coming, the way I haggle over every penny. But we’ve simply nothing to spare.

Charlie: I’m sure better times are ahead.

Hattie: Of course they are. Now dry your tears, brush your beautiful hair, and let’s—

Della (sitting up): That’s it! My hair!

Hattie: What?

Della: I can sell my hair!

Hattie: But Della, your hair is your most prized possession. It’s so lovely!

Della: Then let’s hope I can get a lovely price for it, so I can buy Jim the kind of present he deserves.

Charlie: I suppose it would grow back eventually. Now, Cousin, would you like to join us for a walk in the snow?

Della: Yes, I think fresh air is just what I need.

SD3: The lights fade.

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

Now let’s look at what creates this mood.

2. Plot

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

3. Setting

Think about where and when the action takes place. How does this contribute to the mood?

4. Dialogue

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

UNDERLINE at least three lines of dialogue in the scene that help create the mood you identified.

5. Word Choice

Look at all the vivid verbs the playwright uses! These verbs help create the mood.

CIRCLE at least five verbs in the scene that help create the mood you identified.

6. Imagery

The imagery the playwright 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.

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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 an excerpt from Scene 1 of *The Gift of the Magi*.

New York City, 1900

SD1: The lights come up on a living room in a tiny apartment. The furnishings are simple and worn: a threadbare rug, a scuffed coffee table, a couch with cushions deflated by time.

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SD3: Della kneels beside the coffee table. Her brow is furrowed as she dumps coins out of a tin can and counts them.

Della: One eighty-five, one eighty-six . . . one eighty-seven.

SD1: She flops onto the couch and bursts into tears.

SD2: Her sobs are soon interrupted by knocking. Swiping at her tears, she answers the door.

Charlie and Hattie (singing): Jingle bells! Jingle bells! Jingle all the way! Oh, what fun it is to—

SD3: They stop, noticing Della's expression.

Charlie: My dear cousin, what is wrong?

Della: Oh, Charlie!

SD1: Della walks back to the couch and slumps into the cushions.

Hattie: Please—tell us what happened. Is Jim all right?

Della (sniffing): Oh, yes, Jim is fine. It's just that . . .

SD2: Della gestures to the coins on the table.

Della: It's two days before Christmas, and one dollar and eighty-seven cents is all I've got for Jim's present.

Hattie: Oh, now Della, I'm sure he won't mind.

Charlie: Jim loves you so much. He won't care about a present.

Della: I saved everything I could. I really did. No doubt the butcher and the grocer dread seeing me coming, the way I haggle over every penny. But we've simply nothing to spare.

Charlie: I'm sure better times are ahead.

Hattie: Of course they are. Now dry your tears, brush your beautiful hair, and let's—

Della (sitting up): That's it! My hair!

Hattie: What?

Della: I can sell my hair!

Hattie: But Della, your hair is your most prized possession. It's so lovely!

Della: Then let's hope I can get a lovely price for it, so I can buy Jim the kind of present he deserves.

Charlie: I suppose it would grow back eventually. Now, Cousin, would you like to join us for a walk in the snow?

Della: Yes, I think fresh air is just what I need.

SD3: The lights fade.

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

distraught, distressed

Distraught means “upset, worried, or agitated.”
Distressed means “feeling unhappiness brought about by difficulty or misfortune.”

Now let's look at what creates this mood.

1. Plot

Complete the sentences below to explain how what is happening in the scene helps create the distraught and distressed mood.

In this scene, Della is _____. This is a _____ situation.

2. Setting

Complete the sentences below to explain where the action is happening and how this setting helps create the mood.

This action takes place _____.
_____. This setting adds to the distraught and distressed 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 distraught and distressed mood. **UNDERLINE two more lines of dialogue that do this.**

4. Word Choice

Look at all of the vivid verbs the playwright uses! These verbs help create the mood.

We circled one verb that helps create the distraught and distressed mood. **CIRCLE at least three more vivid verbs.**

5. Imagery

The imagery the playwright 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 distraught and distressed mood. **Place a STAR by at least two more sensory details.**

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Write an Argument Essay

Directions: Read "Should We Get Rid of the Penny?" Complete the essay kit on page 17.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should the U.S. get rid of the penny?

Consider what you read in the article, as well as your own viewpoints.
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!** Pennies are pointless.

☐ **No!** Pennies are important.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 17. Which points 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 we should get rid of the penny, one of your supporting details might be: "Add it all up, and the government loses half a cent for each of the billions of pennies it produces every year . . ."

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that the U.S. SHOULD get rid of the penny, summarize the strongest arguments of those who disagree. If you think that the U.S. SHOULD NOT get rid of the penny, summarize the main reasons some people think that we should.

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 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 your experience with pennies. Do you ever use them? Do you have a penny jar at home?
- 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. Here's one way you could structure your question: *"Do we really need to keep making pennies if _____?"*
- 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: _____

There is disagreement over whether the U.S. should continue using pennies. Some people think that pennies are useless and should no longer be made. Others think that _____

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.

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	<h2>INTRODUCTION</h2> <p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether to stop making pennies.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<h2>BODY PARAGRAPH(S)</h2> <p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>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.</p> <div data-bbox="1182 913 1529 1207" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
3	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
4	<h2>CONCLUSION</h2> <p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1209 1564 1529 1774" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>
5	<h2>READ AND REVISE</h2> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

Name: _____ Date: _____

“Should We Get Rid of the Penny?” Quiz

Directions: Read “Should We Get Rid of the Penny?” Then answer the questions below.

- The author develops the idea that making pennies is wasteful in all of the following ways EXCEPT**
 - by explaining what pennies are made of.
 - by explaining that most pennies end up lost or unused.
 - by explaining where pennies are made.
 - by explaining what it costs to make a penny.
- The author writes, “Who would lug 1,000 pennies to the movies when they could bring a \$10 bill?” What literary device is he using?**
 - hyperbole
 - rhetorical question
 - metaphor
 - symbolism
- The purpose of the literary device you chose in Question 2 is**
 - to emphasize how inconvenient pennies are.
 - to convince readers that pennies are useful.
 - to encourage readers to think about how they spend their money.
 - to show that some people still use pennies to pay for things.
- The author likely includes the example about the hot dog vendor on page 17 to**
 - support the claim that getting rid of the penny could hurt business.
 - show that hot dogs are expensive.
 - show how getting rid of the penny could influence prices.
 - explain how hot dog vendors decide on prices.
- Consider this statement: “Then again, Canada minted its last one-cent coin in 2012, and prices there have not gone up enough to cause problems.” This line**
 - refutes the claim that the penny is useful.
 - supports the argument that the U.S. should keep the penny.
 - supports the claim that making pennies is a waste of money.
 - refutes the claim that getting rid of the penny would have a major impact on prices.
- Which claim could BEST be supported with information from the article?**
 - Producing pennies doesn’t cost a lot.
 - Most Americans want to get rid of the penny.
 - Pennies are not as useful as they once were.
 - Many people still use pennies.

Constructed-Response Questions

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

- What idea about pennies does the cartoon on page 16 express? In the article, how does author Justin O’Neill express a similar idea? Explain, using text evidence to support your answer.
- Consider how the author begins the article. Why might he have included the detail about the price of candy in the 1900s? What point was he trying to make? Explain your answer.

Name: _____ Date: _____

“Should We Get Rid of the Penny?” Quiz

Directions: Read “Should We Get Rid of the Penny?” Then answer the questions below.

1. Which line from the article does not support the claim that making pennies is wasteful?

- (A) “Add it all up, and the government loses half a cent for each of the billions of pennies it produces every year . . .” (p. 16)
- (B) “Then there is the fact that making pennies wastes zinc and copper.” (p. 16)
- (C) “America’s pennies are born at the U.S. Mint . . .” (p. 16)
- (D) “Shouldn’t we limit our use of zinc and copper to products people actually use?” (p. 16)

2. The author writes, “Who would lug 1,000 pennies to the movies when they could bring a \$10 bill?” What literary device is he using?

- (A) hyperbole
- (B) rhetorical question
- (C) metaphor
- (D) symbolism

3. The purpose of the literary device you chose in Question 2 is

- (A) to emphasize how inconvenient pennies are.
- (B) to convince readers that pennies are useful.
- (C) to encourage readers to think about how they spend their money.
- (D) to show that some people still use pennies to pay for things.

4. The example about the hot dog vendor on page 17 helps you understand

- (A) why getting rid of the penny could hurt business.
- (B) why the penny is useful.
- (C) how items could cost more without pennies.
- (D) how much a hot dog costs.

5. Which line refutes (disproves) the claim that getting rid of the penny would have a major impact on prices?

- (A) “Oddly, it costs the Mint more than a penny to produce a penny.” (p. 16)
- (B) “Prices would have to be rounded to the nearest nickel.” (p. 17)
- (C) “That might not sound bad, but those tiny increases could add up.” (p. 17)
- (D) “Then again, Canada minted its last one-cent coin in 2012, and prices there have not gone up enough to cause problems.” (p. 17)

6. Which claim could NOT be supported with information from the article?

- (A) Using pennies is inconvenient.
- (B) Making pennies is costly.
- (C) Most Americans want to get rid of the penny.
- (D) Pennies are important to charities.

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. What idea about pennies does the cartoon on page 16 express? Explain your answer.

8. Consider how the author begins the article. Why might he have included the detail about the price of candy in the 1900s? What point was he trying to make? Explain your answer.

Name: _____ Date: _____

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

Vocabulary:

"Should We Get Rid of the Penny?"

1. bill (bil) *noun*; As it is used in the article, *bill* refers to a proposed law—that is, an idea for a law that has not yet been approved. For a bill to become a law, it must be approved by the U.S. House of Representatives, the U.S. Senate, and the president.

2. nostalgic (nuh-STAL-jik) *adjective*; Nostalgia (nuh-STAL-juh) is a feeling of longing for the happiness felt in a former place or time. *Nostalgic* means "feeling or experiencing nostalgia." Looking at an old photograph or hearing a certain song on Spotify might make you nostalgic as you remember a moment or period in the past and wish that you could experience it again.

3. vendor (VEN-der) *noun*; A vendor is a person who sells something. *Vendor* is often used to refer to someone who sells something on the street or outside a store. For example, a man who sells fruit from a cart on a street corner is a fruit vendor.

Vendor is also used to refer to a company that sells a particular type of product. For example, The Coca-Cola Company is a soda vendor.

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 We Get Rid of the Penny?"

Directions: Fill in the circle to show whether you think each statement is true or false. Briefly explain your choice.

1. If there is a bill that says people are not allowed to talk on the phone while driving, it is illegal to talk on the phone while driving.

☐ true ☐ false

Reason: _____

2. Looking at photos from when you were in 3rd grade might make you feel nostalgic.

☐ true ☐ false

Reason: _____

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

3. I could see that my grandfather was feeling **nostalgic** as he told us a story about _____

4. Lisa asked the **vendor** _____

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).

5. _____

Name: _____ Date: _____

Then vs. Than

The words **then** and **than** are often confused and misused. Here's what you need to know to use them correctly.

Then is used to describe time. It can mean "next" or "at that time."

Examples:

First wash your hands, then set the table.

My life was a lot simpler back then.

Then is also used in if/then statements.

Example:

If you don't finish that burger, then I will!

Than is used to make a comparison.

Examples:

Simon is older than Sebastian.

Other than soccer practice, I have no plans for the weekend.

I would rather have pizza than pasta.

Directions: Underline the correct boldface word in each sentence.

1. Luis saw his first violin concert when he was 3 years old. Since **than/then**, he has been fascinated by stringed instruments.
2. Rachel would rather eat 20 pieces of broccoli **than/then** touch a single green bean.
3. Finish your homework, **than/then** we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping up the cat. "You know better **than/then** to walk on the kitchen table."
5. Pete found that getting up an hour earlier was easier said **than/then** done.
6. "Don't forget," Sheena called, "we're meeting at the museum at five o'clock. I'll see you **than/then**!"
7. My little brother knows much more about Star Wars **than/then** I do.

Directions: For each line below, combine the sentences into a single sentence using the word **then** or **than**.

8. Sam ran fast. Ashley ran faster.

9. Put a half cup of flour in a bowl. Add two eggs and stir until smooth.

10. I like playing baseball. I would rather play soccer.

Name: _____ Date: _____

Close-Reading Questions

"Nothing Holds Me Back"

1. Consider the introduction of the article. How does author Kristin Lewis portray Noah Carver? (author's craft)
2. In the section "A World Without Sight," Lewis asks a series of questions. Why? What purpose do these questions serve? (literary devices, author's craft)
3. On page 6, Lewis includes a quote from Noah about being blind. He says, "There is just one thing that's different about us in the physical sense—can't see a thing!" What can you tell about Noah from this quote? (inference)

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Name: _____ Date: _____

Critical-Thinking Questions

"Nothing Holds Me Back"

1. In the sidebar, Noah encourages people to ask questions about his blindness. What is the value of asking each other questions about things we don't understand?
2. How can the sighted world's understanding of blindness be increased?

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

Noah Contest

Choose two character traits that Noah possesses. In a well-organized essay, explain how Noah demonstrates those traits. Support your ideas with text evidence. Five winners will get *Lu* by Jason Reynolds.

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

ENTRIES MUST BE RECEIVED BY February 15, 2019!

Name: _____ Date: _____

Analyze Noah

Directions: List two character traits that Noah possesses. Below each trait, provide details about Noah's life that show that he possesses this trait. Use text evidence from "Nothing Holds Me Back" to support your ideas.

Character Trait 1:

How Noah demonstrates this trait:

Character Trait 2:

How Noah demonstrates this trait:

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Nothing Holds Me Back.” 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, Inference

1. Read the **headline** and subtitle, and study the image on pages 4-5. What do these features tell you about Noah Carver?

2. Study the photographs on page 6. Why do you think the author chose to include them?

3. Read the **sidebar** titled “What Noah Wants You to Know” on page 8. What does this information help you understand about people who are visually impaired or blind?

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

During Reading

Mood, Text Structure, Tone

5. In the first section of “Nothing Holds Me Back,” the author describes Noah Carver crossing the finish line of a race.

Mood is the feeling the reader gets from a piece of writing. Which pair of words best describes the mood of this section?

- Ⓐ restless and uneasy
- Ⓑ exciting and intense
- Ⓒ subdued and quiet

6. **A. Text structure** is the term for how an author organizes information. In the section “A World Without Sight,” the author uses a problem-and-solution text structure to explain the challenges people who are blind may face and how Noah deals with some of these problems. Which line gives you a clue about the text structure?

- Ⓐ “Being blind in a sighted world presents unique challenges.” (p. 5)
- Ⓑ “Some people become visually impaired because of an illness, an accident, or an age-related disorder.” (p. 5)
- Ⓒ “‘Just because I’m blind doesn’t mean I’m different from any sighted person,’ Noah says.” (p. 6)

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 how Noah was treated by some of his classmates in the section “A Regular Kid.”

sympathetic

fearful

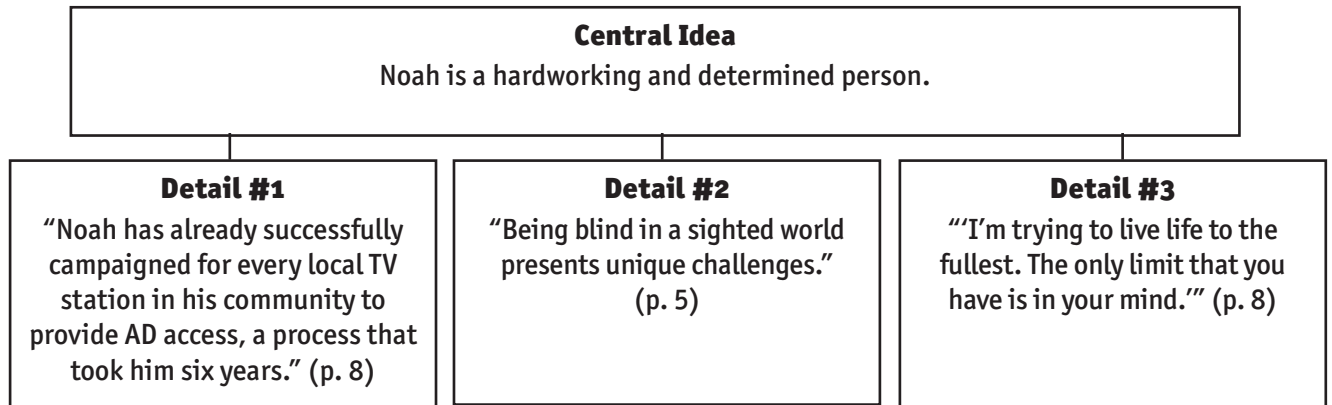
unconcerned

B. Briefly explain how you know:

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the article “Nothing Holds Me Back,” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



B. Briefly explain why the detail 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 “Nothing Holds Me Back.”

- a. Noah Carver has been blind since birth.
- b. Noah once took third place at the World’s Fastest Lobster Boat Races in Moosabec Reach, Maine.
- c. Noah has been treated unkindly by others simply because he is blind.
- d. Noah lives in a rural area, which can make it difficult to get the support he needs at school.
- e. I am so impressed that Noah’s mother translates all of Noah’s schoolwork into Braille.
- f. Braille was developed in 1824.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Nothing Holds Me Back.” 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, Inference

1. Read the **headline** and subtitle, and study the image on pages 4-5. What do these features tell you about Noah Carver?

2. Study the photographs on page 6. Why do you think the author chose to include them?

3. Read the **sidebar** titled “What Noah Wants You to Know” on page 8. What does this information help you understand about people who are visually impaired or blind?

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

During Reading

Mood, Text Structure, Tone

5. How would you describe the **mood** of the introduction of the article? Explain how the author creates this mood.

6. **A.** Check (☒) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “A World Without Sight.”

The author describes how Noah is able to walk down a street.

The author explains the challenges that people who are blind face before explaining how Noah addresses these challenges.

The author compares and contrasts Noah with other people who are visually impaired or blind.

B. Explain how you know.

7. Reread the section “A Regular Kid.” What is the author’s **tone** as she describes some of the challenges that Noah has faced? Explain your answer.

Name: _____ Date: _____

“Nothing Holds Me Back” Quiz

Directions: Read “Nothing Holds Me Back,” then answer the questions below.

- Which of the following details should NOT be included in a summary of the article?
 - Noah has a rare condition that caused him to lose his sight at birth.
 - Noah excels at his many passions.
 - Noah is a powerful advocate for the blind community.
 - Books for the blind once had regular letters that were raised off the page.
- What is the main purpose of the section “A World Without Sight”?
 - to help readers visualize the layout of Noah’s school building
 - to explain how technology for the blind has advanced in recent years
 - to help readers understand some of the challenges Noah faces and how he deals with them
 - to teach readers about birth defects
- On page 6, Kristin Lewis writes that Noah “is a gifted boat racer.” Based on context clues, which of the following is the definition of *gifted*?
 - showing a willingness to take bold risks
 - awkward in movement or in handling things
 - having exceptional talent or natural ability
 - showing courage in the face of difficulties
- Lewis writes that “reading Braille has been key for Noah.” She means that reading Braille has
 - been an extremely difficult task for Noah.
 - been essential to Noah.
 - presented few difficulties for Noah.
 - been enjoyable, but is no longer useful.
- Lewis most likely wrote this article to _____. (Choose TWO answers.)
 - help correct misconceptions about blindness
 - teach readers about the latest audio description technology
 - share an inspiring story of a teen who overcomes unique challenges
 - explain the causes of blindness
- The article supports all of the following ideas EXCEPT which?
 - Noah’s parents are dedicated to helping Noah be independent.
 - The sighted world’s understanding of blindness can be improved.
 - Blind people aren’t able to do the same things sighted people do.
 - Your attitude has a large effect on what you can and cannot accomplish.

Constructed-Response Questions

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

- What is Lewis’s tone as she writes about Noah? Use details from the text to support your answer.
- Former British Prime Minister Winston Churchill once said, “Attitude is a little thing that makes a big difference.” What did he mean? How does this idea relate to the article?

Name: _____ Date: _____

"Nothing Holds Me Back" Quiz

Directions: Read "Nothing Holds Me Back," then answer the questions below.

- Which of the following details should definitely be included in a summary of the article?
 - A 10K is a 6.2-mile-long race.
 - Braille was developed in 1824.
 - The name of Noah's boat is *Noah's Ark*.
 - Noah lost his sight at birth.
- What is the main purpose of the section "A World Without Sight"?
 - to help readers visualize the layout of Noah's school building
 - to explain how technology for the blind has advanced in recent years
 - to help readers understand some of the challenges Noah faces and how he deals with them
 - to teach readers about birth defects
- On page 6, Kristin Lewis writes that Noah is "a gifted boat racer." From context clues, you can conclude that *gifted* most closely means
 - speedy.
 - heroic.
 - talented.
 - fearless.
- Lewis writes that "reading Braille has been key for Noah." She means that reading Braille has been
 - difficult.
 - extremely important.
 - interesting.
 - totally pointless.
- Lewis likely wrote this article to _____.
(Choose TWO answers.)
 - help correct misconceptions about blindness
 - teach readers about the latest audio description technology
 - share an inspiring story of a teen who overcomes unique challenges
 - explain the causes of blindness
- The article supports the idea that
 - blind people aren't able to do the same things sighted people do.
 - people are always kind to those who are different from them.
 - your attitude has a large effect on what you can and cannot accomplish.
 - there is no written language for blind people.

Constructed-Response Questions

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

- Write a paragraph that supports the following claim with details from the text: Lewis has an admiring and impressed tone, or attitude, when she writes about Noah.
- Former British Prime Minister Winston Churchill once said, "Attitude is a little thing that makes a big difference." Would Noah agree? Support your answer with text evidence.

Name: _____ Date: _____

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

Vocabulary:

"Nothing Holds Me Back"

1. advocate (AD-vuh-kit) *noun* or **(AD-vuh-kayt)** *verb*; An advocate is a person who supports or argues for the interests of another person, group, or cause. Advocates often speak, write, or take action to defend something they believe in. Dr. Martin Luther King Jr. was a passionate advocate for civil rights.

As a verb, *advocate* means "to support, recommend, or argue for something or someone—to act as an advocate." The student council might advocate for a change to the dress code by talking to the principal about what changes students would like to see and why.

2. daunting (DAWNT-ing) *adjective*; The verb *daunt* (dawnt) means "to discourage or frighten." Do you know the Dauntless from the Divergent book series? Members of Dauntless 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. dwell (dwel) *verb*; As it is used in the article, *dwell* means "to keep the attention directed on something that is a source of unhappiness or anxiety." Used in this way, *dwell* is often followed by *on*. If you're dwelling on a mistake you made in yesterday's baseball game, you're thinking or talking about it a lot and having trouble letting it go.

4. forge (fawrj) *verb*; To forge is to shape metal by heating and hammering it. A blacksmith might forge a piece of iron into a hook. *Forge* can also mean to form or create anything new. You might forge new friendships at summer camp.

5. paraeducator (PA-ruh-EJ-oo-keyt-er) *noun*; The prefix *para* can mean "beside" or "next to." A paraeducator is a school employee who works beside teachers, supporting them and the students in daily classroom activities. A paraeducator does things like help teachers plan lessons, provide one-on-one tutoring to students, and assist students with special needs.

6. petition (peh-TISH-uhn) *noun or verb*; A petition is a written document that many people sign asking a person or an organization for something they want changed or done. If Parkway Middle School doesn’t have basketball courts on its playground, a group of students might start a petition requesting that courts be built. The students will try to get as many signatures on the petition as possible to show the principal that a lot of people want basketball courts.

As a verb, *petition* means “to make a request—and in particular, to make a formal written request to an authority.” You might petition the government to change a law, or you might petition your parents for a later bedtime.

7. tactile (TAK-tahyl, -til) *adjective*; *Tactile* means “relating to the sense of touch.” A museum might have a tactile exhibition, full of objects that visitors are meant to touch. If Jess says she is a tactile person, she means that she likes to get her hands on things and feel them, rather than just look at them or read about them.

8. tedious (TEE-dee-uhs) *adjective*; *Tedious* means “long, boring, and tiresome.”

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

"Nothing Holds Me Back"

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

1. daunting

- Ⓐ intimidating Ⓑ delightful

2. tactile

- Ⓐ fragrant Ⓑ touchable

3. forge

- Ⓐ form Ⓑ neglect

Directions: Fill in the circle next to the best answer choice.

4. Which would likely be more tedious?

- Ⓐ riding a roller coaster
Ⓑ putting stamps on 10,000 letters

5. Someone who is a paraeducator might work in a

- _____.
Ⓐ courthouse
Ⓑ kindergarten

6. For which of the following might a doctor advocate?

- Ⓐ exercising at least three times a week
Ⓑ eating a diet of mostly candy

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

7. The residents of Riverside Heights **petitioned** to have _____

8. My dad **dwelled** on the restaurant's terrible service. He _____

9. At the aquarium, there is a **tactile** tank where children can _____

Name: _____ Date: _____

Close-Reading Questions

"Beauty and Disaster" and "The Power of Kilauea"

1. Consider the last two lines of the introduction: "For years, Kilauea had seemed tame—a purring cat. But now, Kilauea had transformed into a roaring lion." What literary device is the author using? What purpose does it serve? (figurative language, author's craft)
2. On page 20, author Lauren Tarshis writes, "Hawaii is one of the most remote and beautiful spots on Earth . . ." Which text features in the article support this idea? (text features)
3. What text structure is the author using in the first two paragraphs of the section "Lazy Fountains"? What does this help you understand about Kilauea? (text structures)

Name: _____ Date: _____

Close-Reading Questions

"Beauty and Disaster" and "The Power of Kilauea"

4. Why do people like Josh and his family live near Kilauea, even though the volcano is active?
Give at least two reasons. (inference, key ideas and supporting details)

5. According to details in the section "Devouring Houses," what are the risks of living near an active volcano? (key ideas and supporting details)

6. According to "The Power of Kilauea," how can volcanoes be a force for creation? (key ideas and supporting details)

Name: _____ Date: _____

Critical-Thinking Question

"Beauty and Disaster" and "The Power of Kilauea"

1. According to the informational text, Kilauea is "deeply respected" in Hawaii. Why might Hawaiians have a unique respect for volcanoes?

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

Kilauea Contest

How do volcanoes like Kilauea both destroy and create?
Answer this question in a well-organized essay, using text evidence from both articles. Five winners will each get *Volcano Discoveries* by Dr. Tom Pfeiffer and Dr. Ingrid Smet.

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

ENTRIES MUST BE RECEIVED BY February 15, 2019!

Name: _____ Date: _____

Synthesis

Directions: Using details from "Beauty and Disaster" and "The Power of Kilauea," fill in the boxes below to explore how volcanoes can be both forces of creation and forces of destruction. We filled in some information for you.

	"Beauty and Disaster"	"The Power of Kilauea"
How volcanoes create		<ul style="list-style-type: none"> Because volcanic eruptions deposit minerals and nutrients into the ground, the soil near volcanoes is incredibly fertile, which helps trees and flowers grow (25).
How volcanoes destroy		

Name: _____ Date: _____

Synthesis

Directions: Using details from "Beauty and Disaster" and "The Power of Kilauea," fill in the boxes below to explore how volcanoes can be both forces of creation and forces of destruction. We filled in some information for you.

	"Beauty and Disaster"	"The Power of Kilauea"
How volcanoes create		<ul style="list-style-type: none"> Because volcanic eruptions deposit minerals and nutrients into the ground, the soil near volcanoes is incredibly fertile, which helps trees and flowers grow (25).
How volcanoes destroy	<ul style="list-style-type: none"> Last year, 700 homes on the Big Island of Hawaii were destroyed because of Kilauea's eruptions (23). 	

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Beauty and Disaster” and “The Power of Kilauea.” Then answer the questions below.

- Which of the following details would be least important to include in a summary of the article “Beauty and Disaster”?
 - Kilauea is the most active volcano on Earth.
 - Kilauea is a shield volcano.
 - Joshua’s family moved to Hawaii from Louisiana.
 - Kilauea’s lava devoured everything in its path for months beginning last May.
- On page 20, Lauren Tarshis writes, “Like gooey melted chocolate that hardens in the fridge, lava turns rock-solid when it hits cold seawater.” This line contains
 - a simile that illustrates the color of hardened lava.
 - hyperbole that emphasizes the high temperatures lava can reach.
 - a metaphor that shows how chilly the Pacific Ocean is.
 - a simile that helps readers visualize how lava changes states of matter.
- On page 21, Tarshis writes that shield volcanoes “often ooze gentle flows of lava.” Which of the following is the definition of *ooze*?
 - to force in a specific direction
 - to slowly trickle or seep out of something
 - to make smaller or less in amount
 - to gush out in a sudden stream
- Which statement best describes the structure of the section “Lazy Fountains”?
 - Tarshis lists famous stratovolcano eruptions from history, then compares and contrasts stratovolcanoes and shield volcanoes.
 - Tarshis provides the sequence of events leading up to the most recent eruption of Kilauea.
 - Tarshis explains the causes of volcanic eruptions, then describes their consequences.
 - Tarshis lists the similarities and differences between volcanoes past and present.
- Which of the following best describes the author’s tone as she describes Kilauea in “The Power of Kilauea”?
 - persuasive
 - awestruck
 - worried
 - disrespectful
- Both articles support all of the following ideas except which?
 - Living near a volcano can be both dangerous and enjoyable.
 - People’s environments shape the way they live.
 - Hawaiians live in constant fear of volcanoes.
 - Volcanic activity changes the Earth’s surface over time.

Constructed-Response Questions

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

- How does Tarshis draw readers in through the introduction to “Beauty and Disaster”? Use text evidence to support your answer.
- Why are volcanoes a valuable part of the natural world? Use details from both texts to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “Beauty and Disaster” and “The Power of Kilauea.” Then answer the questions below.

- Which detail would be most important to include in a summary of the article “Beauty and Disaster”?
 (A) Joshua’s family moved to Hawaii from Louisiana.
 (B) Kapoho Bay is a popular swimming spot.
 (C) Kilauea is a shield volcano.
 (D) Hawaii became a U.S. state in 1959.
- On page 20, Lauren Tarshis writes, “Like gooey melted chocolate that hardens in the fridge, lava turns rock-solid when it hits cold seawater.” This line contains a simile that
 (A) illustrates the color of hardened lava.
 (B) emphasizes how hot lava can become.
 (C) shows how chilly the Pacific Ocean is.
 (D) helps readers picture how lava changes states of matter.
- On page 21, Tarshis writes that shield volcanoes “often ooze gentle flows of lava.” *Ooze* most closely means
 (A) gush.
 (B) seep.
 (C) spray.
 (D) pump.
- The main purpose of the section “Lazy Fountains” is to
 (A) help readers understand the difference between stratovolcanoes and shield volcanos.
 (B) describe the sequence of events leading up to Kilauea’s most recent eruptions.
 (C) show how many tourists visit Kilauea each year.
 (D) explain the dangers of living near a volcano.
- Which of the following best describes the author’s tone as she describes Kilauea in “The Power of Kilauea”?
 (A) persuasive
 (B) amazed
 (C) worried
 (D) disrespectful
- Both articles support all of the following ideas except which?
 (A) Living near a volcano can be both dangerous and enjoyable.
 (B) People’s environments shape the way they live.
 (C) Hawaiians live in constant fear of volcanoes.
 (D) Volcanic activity changes the Earth’s surface over time.

Constructed-Response Questions



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

- What is one way Tarshis draws readers in through the introduction of “Beauty and Disaster”? Use text evidence to support your answer.
- Why are volcanoes a valuable part of the natural world? Use details from both texts to support your answer.

Name: _____ Date: _____

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

Vocabulary:

"Beauty and Disaster"

1. **fury (FY00R-ee)** *noun*; Fury is wild or violent anger. *Fury* is also used to describe a wild and dangerous force, as in "They were frightened by the fury of the storm."
2. **lush (luhsh)** *adjective*; *Lush* is used to describe thick, healthy plant growth. This photo shows a lush forest.

Lush can also mean "fancy and luxurious." A lush hotel lobby might have fancy couches, beautiful wallpaper, and giant vases of flowers on the tables..
3. **molten (MOHL-tehn)** *adjective*; Something that is molten is melted—it has been turned into liquid by heat. This video shows molten rock, which is called lava when flowing from a volcano.
4. **seep (seep)** *verb*; *Seep* is used to describe a liquid slowly flowing or leaking through small openings. During a rainstorm, water might seep into a basement.
5. **summit (SUHM-it)** *noun or verb*; As a noun, *summit* means "top or peak—the highest point." The summit of a mountain is the very top.

As a verb, *summit* means "to reach the top of a mountain." If Kathy and Doug summit a mountain at 1 p.m., they reach the top of the mountain at 1 p.m.
6. **vent (vent)** *noun or verb*; A vent is an opening that lets air or gas pass into or out of a closed space. A clothes dryer has a vent that sends hot air outside. This photo shows another kind of vent: an opening in the earth's surface from which lava, steam, or gases from a volcano can escape.

As a verb, *vent* means "to allow something to go out through an opening." If you burn food in the oven, you might open the kitchen windows to vent the smoke. *Vent* can also mean "to express strong, negative emotions." If you are angry about something, you might vent your feelings by complaining to a friend.
7. **vibrant (VAHY-bruhnt)** *adjective*; Something that is vibrant is full of life, activity, or energy. A vibrant city is full of restaurants, shops, museums, arts performances, and people. Vibrant colors are bright and bold. Vibrant sounds are loud and powerful.



The Gift of the Magi

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

	Agree	Disagree
1. Something's value is defined by how much money it is worth.		
2. It is better to give than to receive.		
3. All you need to be happy in life is love.		
4. The most important things in life aren't material objects.		
5. Material objects can bring a person happiness.		
6. You don't have to be rich to be generous.		
7. There are ways to be wealthy other than having a lot of money.		
8. The value of a gift is the thought that went into it.		

Name: _____ Date: _____

Close-Reading Questions

The Gift of the Magi

1. What do you learn about Jim and Della in Scene 1?(character)
2. How does the setting of Scene 1 help you understand Della's problem? (setting)
3. In Scene 4, what emotions does Della experience when selling her hair? How can you tell?
(inference)
4. In Scene 5, Della says that neither gloves nor a coat seem "precious enough" to be her gift for Jim. What does she mean? Why might a watch chain be more precious?(interpreting text)
5. How do Jim and Della feel at the end of the play? What character traits do they have that cause them to feel this way? (inference, character)

Name: _____ Date: _____

Critical-Thinking Questions

The Gift of the Magi

1. Do you think the play has a happy ending? Why or why not?
2. Irony is when the outcome of an action is the opposite of what was intended or expected. Explain the irony in the play.
3. In the biblical story of Christmas, the Magi bring special gifts to the baby Jesus. The Magi are referred to as wise men. Why do you think O. Henry named his story after them?

Close-Reading Questions

"What Do You Get From Giving?"

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Name: _____ Date: _____

Critical-Thinking Question

"What Do You Get From Giving?"

1. If Lewis could walk into Scenes 1 and 2 of the play, what advice might she give Della and Jim?

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

Giving Contest

Explain what makes the gifts Jim and Della give each other valuable. Answer this question in a short essay. Draw on the play and the informational text in your answer. Five winners will each get a copy of *Very Rich* by Polly Horvath.

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

ENTRIES MUST BE RECEIVED BY February 15, 2019!

Name: _____ Date: _____

Integrating Ideas: Giving Gifts

Directions: Read the play *The Gift of the Magi* and the informational text “What Do You Get From Giving?” Then complete the activity below to help you prepare to respond to the prompt on page 15: Explain what makes the gifts Jim and Della give each other valuable.

First, let’s take a look at what *valuable* means. According to the dictionary, something that is valuable has great worth or value. This could mean that it is worth a lot of money, but anything that we want, need, respect, or believe to be important for any reason can be described as valuable.

Now let’s consider what makes the gifts that Jim and Della give each other valuable.

1. Are the gifts that Jim and Della give each other worth a lot of money? Explain.
2. Are the gifts that Jim and Della give each other valuable in terms of being useful? Explain.
3. Are the gifts that Jim and Della give each other valuable in some other way? Explain.

Now consider what “What Do You Get From Giving?” says about what makes a gift valuable to both givers and receivers. Answer the following questions. Use details from the article to support your answers.

4. According to the article, what is the value of a gift to the person giving the gift?

5. According to the article, what makes a gift valuable to the person receiving it?

6. Based on what the pairing says about the value of a gift for the giver and for the receiver, are the gifts that Jim and Della give each other valuable? Explain.

Name: _____ Date: _____

The Gift of the Magi

Character Thinking Tool

The questions in this activity are about the characters of
Della and Jim

1. Consider the details about the setting in Scene 1. What do they reveal about Della and Jim?

2. How does the couple's financial situation affect them? How do you know?

3. A. How does Della feel about cutting her hair? What does her decision reveal about her?

B. Do you think most people would do something like this for someone else?

4. What advice would you give to Della and Jim about gift giving if they were your friends?

5. Why did Della choose the watch chain for Jim over a coat or gloves? Do you think she made the right choice?

6. How do Jim and Della feel at the end of the play? What do their responses to the gift exchange reveal about them as people?

Name: _____ Date: _____

The Gift of the Magi Quiz

Directions: Read *The Gift of the Magi* and “What Do You Get From Giving?,” then answer the questions below.

1. The details the playwright includes about Jim and Della’s Christmas tree at the beginning of Scene 1 help establish that _____. (Choose **TWO** correct answers.)
 - (A) Jim and Della are poor
 - (B) Jim and Della love popcorn
 - (C) Della’s hair is her most-prized possession
 - (D) it is Christmastime
2. What is the most important way that Scene 2 contributes to the plot?
 - (A) It shows that the office where Jim works is cramped.
 - (B) It shows that Fred finds it hard to concentrate on his work.
 - (C) It establishes that Jim feels bad about not being able to buy Della a gift just as Della feels bad about not being able to buy Jim a gift.
 - (D) It reveals why Della decides to sell her hair.
3. In Scene 3, Jim “carefully polishes” his watch with his napkin before putting it back in his pocket. The playwright most likely included this detail to help the audience understand that
 - (A) Jim spilled coffee on his watch.
 - (B) Jim treasures his watch.
 - (C) Jim is a very tidy person.
 - (D) Jim has to work on the day before Christmas.
4. How do Jim and Della react when they realize that they’ve bought each other gifts that neither of them can use?
 - (A) They are full of regret for having given up their most prized possessions.
 - (B) They see the humor in the situation.
 - (C) They refuse to accept the truth.
 - (D) They are angry at each other for having wasted so much money.
5. Which **TWO** lines best support your answer to question 4?
 - (A) SD2: Jim unwraps the box. He lifts the lid and stares inside.
 - (B) SD3: Ignoring Della’s request, Jim goes to the couch and sits down. He grins.
 - (C) Jim: Della, the fact is, I sold my watch to buy your combs.
 - (D) SD1: Della sits down next to Jim. A smile tugs at the corners of her mouth.
6. Which is Kristin Lewis’s main purpose for writing “What Do You Get From Giving?”
 - (A) to show why Della and Jim should not have bought such expensive gifts for each other
 - (B) to persuade readers to give more gifts to others
 - (C) to explain how gift-giving can affect the giver
 - (D) to encourage readers to donate money to an animal shelter instead of buying gifts

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 Della feel right after she sells her hair to Madame Sofronie? What does this reveal about Della? Support your answers with text evidence.
8. Lewis writes that if a gift “shows even a small amount of consideration, the receiver will feel special.” If this is true, would the gifts Della and Jim received from each other have made them feel special? Explain.

Name: _____ Date: _____

The Gift of the Magi Quiz

Directions: Read *The Gift of the Magi* and “What Do You Get From Giving?,” then answer the questions below.

1. In Scene 1, SD2 says that Jim and Della’s Christmas tree is small, scraggly, and sparsely decorated. These details help show that _____. (Choose TWO correct answers.)
 - (A) Jim and Della are poor
 - (B) Jim and Della love popcorn
 - (C) Della’s hair is her most-prized possession
 - (D) It is Christmastime
2. What is the MAIN purpose of Scene 2?
 - (A) to show that the office where Jim works is cramped
 - (B) to show that Fred finds it hard to concentrate at work
 - (C) to show that Jim feels bad about not being able to buy Della a gift
 - (D) to show why Della decides to sell her hair
3. In Scene 3, Jim “carefully polishes” his watch with his napkin. The playwright most likely included this detail to show that
 - (A) Jim spilled coffee on his watch.
 - (B) Jim treasures his watch.
 - (C) Jim is a very tidy person.
 - (D) Jim has to work on the day before Christmas.
4. When Jim and Della realize that they’ve bought each other gifts that neither of them can use, they
 - (A) are full of regret for having given up their most prized possessions.
 - (B) see the humor in the situation.
 - (C) refuse to accept the truth.
 - (D) get angry at each other.
5. Which TWO lines best support your answer to question 4?
 - (A) SD2: Jim unwraps the box. He lifts the lid and stares inside.
 - (B) SD3: Ignoring Della’s request, Jim goes to the couch and sits down. He grins.
 - (C) Jim: Della, the fact is, I sold my watch to buy your combs.
 - (D) SD1: Della sits down next to Jim. A smile tugs at the corners of her mouth.
6. Which is Kristin Lewis’s main purpose for writing “What Do You Get From Giving?”
 - (A) to show why Della and Jim should not have bought such expensive gifts for each other
 - (B) to persuade readers to give more gifts to others
 - (C) to explain how gift-giving can affect the giver
 - (D) to encourage readers to donate money to an animal shelter instead of buying gifts

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. What details in Scene 4 show that after Della sells her hair, she feels excited that she now has enough money to buy Jim’s gift?
8. Lewis writes that if a gift “shows even a small amount of consideration, the receiver will feel special.” Do the gifts that Della and Jim give each other show consideration? Explain.

Name: _____ Date: _____

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

Vocabulary:

The Gift of the Magi

- afloat (uh-FLOHT)** *adjective*; *Afloat* simply means “floating on the surface of water.” You might set a rubber duck afloat in your bathtub or tread water to stay afloat in a pool.

The phrase “stay afloat” is often used figuratively to mean “have just enough money to pay what you owe.” If a bakery has hardly any money left after paying its bills each month and is struggling to stay in business, you could say the bakery is struggling to stay afloat.

- befit (bih-FIT)** *verb*; *Befit* means “to be suitable or appropriate for someone or something.” A statue honoring Dr. Seuss would need to be amusing and a bit bizarre to befit Dr. Seuss’s style.

- haggle (HAG-uhl)** *verb*; To haggle is to argue about the details of something—particularly the price of something—before reaching an agreement.

- sparse (SPAHRs)** *adjective*; Something that is sparse is present only in small amounts or is very spread out over an area. In the desert, plants and trees are sparse.

- threadbare (THRED-bair)** *adjective*; *Threadbare* is used to describe something made of fabric that it is old, shabby, and worn thin from use.

- tonic (TON-ik)** *noun*; A tonic is a liquid mixture that makes you feel better or restores you to health. Before we had the medicines we have today, people often used tonics to treat their ailments. Some tonics worked while others were useless or even dangerous.

The tonic mentioned in the play is a hair tonic: a liquid applied to the hair to make it shiny, fragrant, and healthy-looking. Hair tonics often claimed to make hair grow faster and thicker—though it’s unlikely that they did.

- unceremoniously (uhn-ser-uh-MOH-nee-uhs-lee)** *adverb*; A ceremony is a formal event held for a special occasion. At ceremonies, people’s behavior is ceremonious (ser-uh-MOH-nee-uhs)—people behave in a polite and formal way that shows their respect for the occasion.

Something that is done ceremoniously is done in a ceremonious manner. Something that is done *unceremoniously* is done roughly and without any formality or courtesy. If you leave a birthday party unceremoniously, you leave suddenly without saying your goodbyes and thank yous.

“What Do You Get From Giving?”

8. agonize (AG-uh-nahyz) *verb*; Agony (AG-uh-nee) is intense physical or mental pain. To agonize is to spend a long time thinking or worrying about something. Your older sister might agonize over which college she should attend next fall.

9. incandescent (in-kehn-DES-uhnt) *adjective*; If something is incandescent, it glows with intense heat. Molten lava, lightbulbs, and red-hot burners on a stove are incandescent.

Incandescent can also mean “brilliant or passionate.” If Rob has an incandescent smile, it’s like he shines or glows from within. If the drama department put on an incandescent performance, the performance was impressive and moving.

10. neurochemical (noor-oh-KEM-i-kuhl) *noun*; A neurochemical carries information or messages between your brain and body. For example, let’s say you’re about to bite into an apple. A neurochemical will tell your jaw to chomp down.

11. reap (reep) *verb*; *Reap* means “to harvest a crop.” Farmers reap corn from their fields at the end of a growing season. *Reap* can also have the similar meaning of “to gain something as a result of one’s actions or the actions of others,” as in, “Sam worked on his note-taking skills this semester and reaped the benefits at exam time.”

Directions: Below and on the back of this page, list any other words from the play or 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.

Vocabulary Practice

The Gift of the Magi

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

unceremoniously incandescent haggle sparse reap

1. My dad negotiated with the car dealership for days to get a better deal on his new car.

2. The pop star was dropped from his record label suddenly and with no explanation.

3. Edward enjoyed the rewards of the efforts he'd made to improve his jumpshot.

4. There was little traffic on the highway this morning.

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

5. A life jacket will keep you **afloat/incandescent** in the water.

6. In the movie "Cinderella," Cinderella's animal friends help her make a dress that **befits/reaps** a royal ball.

7. After exercising, the brain releases a **neurochemical/tonic** that makes you feel happier.

8. Mia sewed patches on the knees of her **threadbare/afloat** jeans.

9. Dave spent all month **agonizing/reaping** over what his Halloween costume should be.

10. As they heated up, the coals in the campfire grew more **threadbare/incandescent**.

11. My grandma made a **tonic/neurochemical** of lemon juice, honey, and vinegar to soothe my sore throat.

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

Valentine Contest

Naomi Shihab Nye writes that “Nothing was ugly just because the world said so.” Choose something not generally considered beautiful—like skunks. Write a poem or an essay that shows its beauty. Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ creativity
- ⇒ clarity
- ⇒ strength of descriptive language

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

ENTRIES MUST BE RECEIVED BY February 15, 2019!

Name: _____ Date: _____

Analyzing Poetry

Below is "Valentine for Ernest Mann" by Naomi Shihab Nye. Read the poem a few times. Then answer the questions on the next two pages. This activity is meant to be completed in pairs, in groups, or as a class.

Valentine for Ernest Mann

by Naomi Shihab Nye

Go to
Scope Online
to hear this
poem read
aloud.

- 1 You can't order a poem like you order a taco.
Walk up to the counter, say, "I'll take two"
and expect it to be handed back to you
on a shiny plate.
- 5 Still, I like your spirit.
Anyone who says, "Here's my address,
write me a poem," deserves something in reply.
So I'll tell a secret instead:
poems hide. In the bottoms of our shoes,
10 they are sleeping. They are the shadows
drifting across our ceilings the moment
before we wake up. What we have to do
is live in a way that lets us find them.
- Once I knew a man who gave his wife
15 two skunks for a valentine.
He couldn't understand why she was crying.
"I thought they had such beautiful eyes."
And he was serious. He was a serious man
who lived in a serious way. Nothing was ugly
20 just because the world said so. He really
liked those skunks. So, he re-invented them
as valentines and they became beautiful.
At least, to him. And the poems that had been hiding
in the eyes of skunks for centuries
25 crawled out and curled up at his feet.

Maybe if we re-invent whatever our lives give us
we find poems. Check your garage, the odd sock
in your drawer, the person you almost like, but not quite.
And let me know.

Directions: Work with your partner or group to answer the following questions. There are no right or wrong answers!

1 In line 5, the speaker says, "Still, I like your spirit." Who is she talking to? How do you know?

6 In your own words, summarize what the speaker describes in lines 14-22.

2 Who do you think the speaker of this poem is? Why?

7 In lines 19-20, the speaker says that to the man, "Nothing was ugly / just because the world said so." Explain what this means.

3 In line 8, the speaker says that rather than write a poem, she will "tell a secret instead." But *does* the speaker write a poem for the person who asked her to? Explain.

8 In line 21, the speaker says that the man "re-invented" the skunks as Valentines. What do you think she means?

4 In lines 9-12, the speaker lists two places where poems hide. List these places here:

5 What do these two places have in common?

9 Look at the verbs the speaker uses in lines 23-25 to describe the actions of poems. Why do you think the poet chose these particular verbs? Is she comparing the poems to something?

10 In lines 27-28, the speaker suggests that we might look for a poem in the garage, in an odd sock in the drawer, and in someone we don't quite like. What do these three things have in common with each other and with skunks?

11 In lines 26-28, the speaker says that we might "find poems" in the various people, places, and objects in our lives. What does she mean? Is she talking about actual poems or something else?

12 Go back to lines 12-13, where the speaker is talking about hidden poems. She says, "What we have to do / is live in a way that lets us find them." How do you think we can do this? That is, how can we live in a way that lets us find the "poems" hidden inside of things?

13 Now go *all* the way back—to the poem's title. Who do you think Ernest Mann is?

Name: _____ Date: _____

Writing Planner

On page 32, the writing prompt asks you to write a poem or an essay that shows the beauty in something that the world usually does not look at as beautiful. This idea was inspired by the poem "Valentine for Ernest Mann," which describes a man who "re-invented" a pair of skunks as valentines. Use this activity to help you brainstorm and plan your poem or essay. You do not need to write in complete sentences on this activity.

Step 1: Brainstorm ideas for the subject of your poem or essay.

Start by brainstorming things that the world does not see as beautiful. The categories we provided below are to give you ideas, but you can write anything you think of, whether it fits into one of our categories or not.

Categories:

animals • plants • clothing • buildings • sounds • smells • people • weather • food

Step 2: Choose your subject.

Now look back at everything you brainstormed in Step 1. Choose something that seems particularly interesting to you. Maybe it's something you already see the beauty in, or maybe it's something you are interested in thinking about in terms of how it could be seen as beautiful. Circle your choice.

Step 3: Think about why your subject is not seen as beautiful.

Jot down ideas on why the world doesn't normally see the thing you chose as beautiful. Is there something in particular people don't like about it? What are some things people think or say about it?

Step 4: Think about the hidden beauty of your subject.

What is beautiful about your subject? Is there some particular part of it that you can see as beautiful, the way the man in the poem sees the skunk's eyes as beautiful? Or maybe there's something beautiful about what your subject is used for or what it represents. Jot down everything you think of; you can pick your best ideas later.

Step 5: Get ready to write your first draft.

Now that you've brainstormed ideas for what you will express, it's time to start drafting your poem or essay. Here are some questions you can ask yourself if you aren't sure where to start:

- Will I write in the first-person, second-person, or third-person point of view?
- How much—if anything—do I want to say about why this thing isn't usually seen as beautiful?
- Can I use a metaphor or a simile to express any of my ideas?

Name: _____ Date: _____

“How Stars Beat Stress” Quiz

Directions: Read “How Stars Beat Stress.” Then answer the questions below.

- Which of the following expresses a central idea of the article?
 - Social media can be a source of stress for teens.
 - Physical activity releases endorphins.
 - There are strategies people can use to help keep stress under control.
 - Giant hyenas are no longer a threat to humans.
- On page 27, the authors write that the fight-or-flight response helps you react “either by fighting off that giant hyena or by hightailing it out of there.” Context clues reveal that *hightail it* most closely means
 - to depart secretly.
 - to break free from someone’s control.
 - to move at full speed.
 - to plan or scheme.
- On page 27, the authors write that “your brain is still programmed to react quickly to perceived threats.” The word *programmed* helps readers understand
 - that humans act like robots.
 - that the stress response is written into humans like computer code.
 - that humans have good long-term memories.
 - that humans experience fewer dangers today than in the past.
- How do the authors characterize stress? Choose **TWO** answers.
 - natural
 - uncommon
 - manageable
 - unimportant
- Which of the following best describes the structure of the article?
 - The authors present similarities and differences between celebrities and teens.
 - The authors explain the science of stress, then list strategies readers can use to manage it.
 - The authors give a chronological account of human survival techniques throughout history.
 - The authors list the effects of stress, then pose questions about why people are stressed today.
- Which claim could be supported by information in the article?
 - Stress is a new phenomenon caused by today’s busy lifestyles.
 - Stress affects only adults.
 - The fight-or-flight response is no longer useful to humans.
 - Too much stress can cause serious health problems.

Constructed-Response Question

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

- Author C.S. Lewis once said, “It’s not the load that breaks you down, it’s how you carry it.” What did he mean? How does this idea apply to the article? Use text evidence to support your answer.

Name: _____ Date: _____

“How Stars Beat Stress” Quiz

Directions: Read “How Stars Beat Stress.” Then answer the questions below.

1. Which of the following expresses a central idea of the section “What Is Stress?”
 - (A) Humans used to live in caves.
 - (B) Social media can be a source of stress.
 - (C) Stress helps people react to threats.
 - (D) Giant hyenas are no longer a threat to humans.
2. On page 27, the authors explain that the fight-or-flight response helps you react “either by fighting off that giant hyena or by hightailing it out of there.” Context clues reveal that *hightail it* most closely means
 - (A) stroll.
 - (B) hide.
 - (C) run.
 - (D) plan.
3. On page 26, the authors say, “... you can use these same strategies to beat the stress in your life before it gets the best of you.” When something “gets the best of you,” it
 - (A) improves your attitude.
 - (B) overcomes or defeats you.
 - (C) makes you stronger.
 - (D) affects your grades.
4. How do the authors characterize stress? Choose TWO answers.
 - (A) natural
 - (B) uncommon
 - (C) manageable
 - (D) unimportant
5. In the section “Stress Busters,” the authors
 - (A) explain the causes of stress, then pose questions about its effects on the body.
 - (B) list strategies for coping with stress and explain why they work.
 - (C) present similarities and differences between celebrities and teens.
 - (D) provide a chronological account of human survival techniques throughout history.
6. Which claim CANNOT be supported by information in the article?
 - (A) Stress causes physical and emotional symptoms.
 - (B) Stress affects people both young and old.
 - (C) Stress can be helpful in certain situations.
 - (D) Celebrities have perfect lives.

Constructed-Response Question

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

7. Author C.S. Lewis once said, “It’s not the load that breaks you down, it’s how you carry it.” He meant that it’s not the challenges we face in life that overwhelm us, it’s how we react to them. How does this idea apply to the article? Use text evidence to support your answer.

Name: _____ Date: _____

Constructing a Response

Directions: Read "How Stars Beat Stress (and how you can too)" and complete the activity on page 27. Then follow the steps below to write a response to the question on page 27.

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

Question from page 27:

Choose one way to reduce stress and explain why it would be effective.

Step 1: Write your claim.

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

One way to reduce stress is to _____

Doing this would be effective in reducing stress because _____
_____.

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
read aloud.

Vocabulary:

"How Stars Beat Stress"

1. **chronic (KRON-ik)** *adjective*; *Chronic* means "constant" or "occurring again and again." A chronic illness or condition is one that lasts for a long time or for a lifetime. A chronic nailbiter is someone who constantly bites his or her nails and has done so for years. *Chronic* is often used when referring to something negative.
2. **dilate (DAHY-leyt)** *verb*; *Dilate* means "to make wider or larger" and usually refers to the expanding of something that is circular. In low light, your pupils (the dark openings in the center of your eyes) dilate to let in more light, which helps you see better.
3. **fixate (FIK-seyt)** *verb*; To fixate on something is to focus all your attention on it—to look at it or think about it in a constant, intense, or obsessive way. Your cat might fixate on you if you are holding a bag of cat treats. If you are fixated on getting every step exactly right in a dance routine, you might forget to have fun. (*Fixate* is usually followed by *on* or *upon*.)
4. **imminent (IM-uh-nuhnt)** *adjective*; Something that is imminent is just about to happen.
5. **immune system (ih-MY00N SIS-tuhm)** *noun*; If you are immune to something, you cannot be affected by it. If you are immune to chicken pox, you cannot get chicken pox. If you are immune to your dog's begging, she will never convince you to give her a bite of your sandwich.

The body's immune system protects against disease and infection. It destroys things that aren't supposed to be in the body, like germs. If it weren't for your immune system, you would get sick every time you encountered a germ. Your immune system also helps you get better when you do get sick.
6. **perceived (per-SEEVD)** *adjective*; As it is used in the article, *perceived* means "as seen or understood by an individual," as in, "The first rocket launch was a perceived failure—but as Eli saw it, the launch was not a failure, but a learning experience."

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

"How Stars Beat Stress"

Directions: Below are titles and summaries for imaginary books. Choose the best title for each book. Briefly explain your choices. (There is one title you will not use.)

BOOK TITLES

- A. *Fixating for Good*
- B. *The Army Inside You*
- C. *A Perceived Threat*
- D. *The Girl With the Dilated Pupils*

1. Dr. Shelly Wilson explains the human immune system and how it works to fight off illness.

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

2. After Aaron and his mother move into a new house, he quickly realizes the house is haunted. Aaron is terrified—but the fact is, the ghost just wants Aaron's help.

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

3. Marie recently moved to Ben's small town. She seems nice enough, yet there is something odd about her. The black center of her eyes are always huge, as though she is peering into the dark. Ben begins to suspect that Marie *is* peering into the dark—or rather, into the dark *side*.

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

Directions: Answer each question below.

4. Who is fixated on the television?

- Ⓐ Mark, who can't take his eyes off the screen and doesn't hear his brother call him to the kitchen for dinner
- Ⓑ Jan, who is doing her math homework on the couch while an episode of *The Voice* plays in the background

5. Which of the following could an immune system protect against?

- Ⓐ the flu
- Ⓑ a sunburn

6. My _____ tardiness drives my friends nuts. Why is it so hard for me to be on time?

Which word best fits in the sentence above?

- Ⓐ chronic
- Ⓑ perceived

7. Which of the following is a synonym of *dilate*?

- Ⓐ contract
- Ⓑ enlarge

8. My coach says a win for our team is imminent. What does he mean?

- Ⓐ He thinks the team will win a game soon.
- Ⓑ He thinks a win for the team is unlikely.

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

Monkey Contest

Read the passage on page 28 of your December 2018/January 2019 issue of *Scope*. Note the words and phrases in bold. They are vague—meaning they are not very descriptive. Follow the prompts in the blue circles to make the writing more vivid. Three winners will each get a \$25 Visa gift card and have their entries published online.

Entries will be judged on:

- ⇒ creativity
- ⇒ grammar
- ⇒ clarity
- ⇒ strength of descriptive language

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

ENTRIES MUST BE RECEIVED BY February 15, 2019!