

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:

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. 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"

[illegible]

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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 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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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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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?

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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

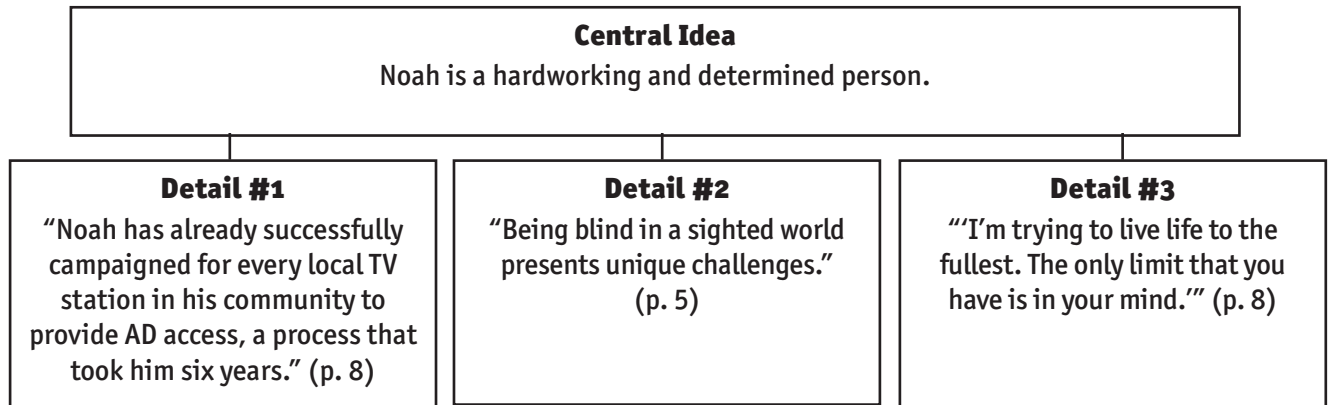
unconcerned

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.

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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.

After Reading

Central Idea/Details and Objective Summary

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

Central Idea		
Detail #1 “[Noah] is quick to point out that a blind person can do all the things a sighted person can—they may just need a few supports along the way.” (p. 5)	Detail #2 “[Noah] has learned not to dwell on the cruelty. Instead he focuses on using his powers for good.” (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)

9. Write an **objective summary** of “Nothing Holds Me Back.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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

Name: _____ Date: _____

“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 _____

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!