

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

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

# Vocabulary:

## "Attack From Outer Space"

- 1. catastrophe (kuh-TAS-truh-fee)** *noun*; A catastrophe is a terrible, often sudden disaster that causes great suffering and damage. A flood that destroys hundreds of homes and ruins thousands of acres of crops is a catastrophe.

*Catastrophe* can also refer to a less serious loss, failure, or misfortune. For example, if at your birthday party, the pizza never shows up, your best friends get into a big argument, and your birthday cake gets dropped on the floor, you might say the party was a catastrophe.

- 2. harbinger (HAHR-bin-jehr)** *noun*; A harbinger is something that foreshadows a future event—a sign of something to come. At the end of winter, the sound of birds singing is a harbinger of spring—their presence means spring is coming soon. (*Harbinger* is usually followed by *of*.)

- 3. hurtle (HUR-tuhl)** *verb*; To hurtle is to move with great speed and force. You might hurtle down the stairs if you're running late in the morning. Loose rocks might hurtle down a mountainside.

*Hurtle* can also mean "to throw or fling with great force," as in, "The tornado hurtled trees into the air" or "I hurtled water balloons at my brother."

- 4. vaporize (VEY-puh-rahyz)** *verb*; *Vapor* (VEY-puhr) is a substance that is in the form of a gas. When you boil water, the steam that rises from the pot is a vapor.

*Vaporize* means "to turn from a liquid or solid into vapor." The sun's heat vaporizes water in the ocean, meaning the heat causes water vapor to rise from the ocean: teeny-tiny droplets of water that rise and become suspended in the air. (You may have learned about this process in science class. It's called evaporation.)

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**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

## "Attack From Outer Space"

**Directions:** Fill in each blank with a form of the word that best completes each sentence. You will use each word once.

### WORD BANK

catastrophe

harbinger

hurtle

vaporize

1. Ann came \_\_\_\_\_ around the corner and we collided, sending papers flying everywhere.
2. In science class, we \_\_\_\_\_ several liquids and observed how they smelled as gases.
3. The coffee shop that opened up on Main Street last year was a \_\_\_\_\_ of all the new shops and restaurants to come.
4. The wildfire was a \_\_\_\_\_, burning millions of acres of land.

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

5. **hurtle**

- Ⓐ speed
- Ⓑ hesitate

6. **catastrophe**

- Ⓐ tragedy
- Ⓑ advantage

7. **harbinger**

- Ⓐ question
- Ⓑ signal

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

8. Joe saw winning his first race as a **harbinger/catastrophe** of a very successful season.
9. Luckily, I heard the shopping cart that was **hurtling/vaporizing** toward me, so I stopped it before it hit me.
10. When the tree trimmer cut a cable by mistake, it was a **catastrophe/harbinger** for the town. No one had internet access for a week.

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# Constructing a Response

**Directions:** Read "Attack from Outer Space" and complete the activity on page 25. Then follow the steps below to write a response to the question on page 25.

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

Question from page 25:

How has our understanding of space rocks changed over time?

## Step 1: Write your claim.

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

Over time, our understanding of space rocks \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## 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!

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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.

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## “Attack From Outer Space” Quiz

**Directions:** Read “Attack From Outer Space.” Then answer the questions below.

1. Which statement correctly explains the difference between a meteoroid, a meteor, and a meteorite?
  - (A) A meteor is a meteoroid that vaporizes in Earth’s atmosphere; meteorites are the rocks that make it to the ground on Earth.
  - (B) Meteoroids have left the asteroid belt, meteors and meteorites have not.
  - (C) Meteoroids are smaller in size than meteors and meteorites.
  - (D) Meteoroids and meteors are made up of gas, whereas meteorites are made of rock.
2. Which line is an example of imagery?
  - (A) “The Greeks and Romans believed that space rocks were sacred messages from the gods.”
  - (B) “Thunderous bangs echoed.”
  - (C) “Fortunately, no one in Chelyabinsk was killed and most injuries were minor.”
  - (D) “Because while they may not have been sent by the gods, they are as old as our planet.”
3. On page 24, O’Neill writes that asteroids are meteoroids’ “larger cousins.” This helps readers understand that the two types of rocks are
  - (A) dangerous.
  - (B) rare.
  - (C) similar.
  - (D) not well understood by scientists.
4. On page 24, O’Neill writes, “Occasionally, though, they knock into each other, bouncing around like bumper cars, and come zooming our way.” This line contains
  - (A) a simile that explains why space rocks leave the asteroid belt.
  - (B) a metaphor that helps readers understand the high speeds at which space rocks travel.
  - (C) hyperbole that emphasizes how hot space rocks become as they enter Earth’s atmosphere.
  - (D) a simile that explains how old space rocks are.
5. Which BEST describes O’Neill’s tone as he discusses space rocks in the final paragraph of the article?
  - (A) cautionary
  - (B) concerned
  - (C) frustrated
  - (D) awestruck
6. Which statement CANNOT be supported by information in the article?
  - (A) Over time, our understanding of space rocks has become more scientific.
  - (B) Space rocks can vary greatly in size.
  - (C) Meteorites can be worth a lot of money.
  - (D) NASA scientists are tracking space rocks to keep us and our planet safe.

### Constructed-Response Question



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

7. How does the section “Planet Protectors” contribute to the article? Use text evidence to support your answer.

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## “Attack From Outer Space” Quiz

**Directions:** Read “Attack From Outer Space.” Then answer the questions below.

- A meteoroid is \_\_\_\_\_, whereas a meteor is \_\_\_\_\_.  
 (A) drifting in space; burning up in Earth’s atmosphere  
 (B) burning up in Earth’s atmosphere; drifting in space  
 (C) on the ground on Earth; drifting in space  
 (D) drifting in space; on the ground on Earth
- Which line uses imagery? (Imagery is language that portrays experiences of the five senses.)  
 (A) “The Greeks and Romans believed that space rocks were sacred messages from the gods.”  
 (B) “Thunderous bangs echoed.”  
 (C) “Fortunately, no one in Chelyabinsk was killed and most injuries were minor.”  
 (D) “Because while they may not have been sent by the gods, they are as old as our planet.”
- On page 24, O’Neill explains that asteroids are meteoroids’ “larger cousins.” This helps readers understand that the two types of rocks are  
 (A) dangerous.  
 (B) rare.  
 (C) similar.  
 (D) not well understood by scientists.
- On page 24, O’Neill writes of space rocks, “Occasionally, though, they knock into each other, bouncing around like bumper cars, and come zooming our way.” This line contains a simile that helps readers understand  
 (A) why space rocks leave the asteroid belt.  
 (B) the high speeds at which space rocks travel.  
 (C) how hot space rocks become as they enter Earth’s atmosphere.  
 (D) how old space rocks are.
- Consider the final paragraph of the article. Which word BEST describes O’Neill’s tone (the attitude he expresses)?  
 (A) cautionary: giving warning  
 (B) concerned: feeling worry  
 (C) frustrated: upset and discouraged  
 (D) awestruck: amazed and filled with wonder
- Who are the “planet protectors” referred to in the subheading of the article’s last section?  
 (A) meteorites  
 (B) ancient Greek and Roman gods  
 (C) scientists who study space rocks  
 (D) citizens of Chelyabinsk

### Constructed-Response Question

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

- How does the section “Planet Protectors” contribute to the article? Use text evidence to support your answer.