

~> ALL ACTIVITIES PREVIEW <~

HI TEACHERS!

This PDF contains a preview of all the activities that come with this issue of *Scope*. Please note that each activity is designed to be interactive, so your students can complete it on a device.

To get the interactive version of the activities in this preview, simply go to that article's story page and click on the ResourcesTab.

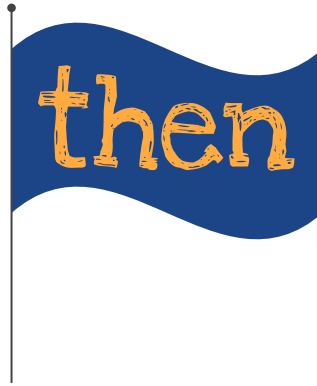
Enjoy!

THE SCOPE TEAM

THEN OR THAN?

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

Are you ready? Let's get started. →



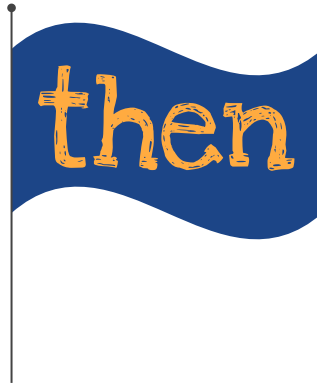
Use *then* when talking about time.
Then can mean “next” or “at that time.”

Examples:

Wash your hands, then make lunch.

Back then, there weren't as many houses on my street.

Write another sentence that uses the word then.



Then is also used in if/then statements.

Examples:

*If you don't finish that pizza, **then** I will.*

*If you finish your chores, **then** we can go to the movies.*

*Write another sentence that uses the word **then** in an if/then statement.*



Use **than** to make a comparison.

Examples:

*Phoebe's video got more **than** 3,000 views!*

*Ruben is younger **than** Teresa.*

*I love nothing more **than** playing the tuba.*

*Write another sentence that uses the word **than** to make a comparison.*



The phrase *other than* is used to mean “except for” or “apart from.”

Example:

Other than helping my dad in the garden,
I have nothing planned for this weekend.

Write another sentence that uses the phrase other than.

Let's Practice

Directions: Drag the correct word from the box into each blank below.



then

than

1. My younger sister knows more about Star Wars _____ anyone.
2. If this is a scary movie, _____ I don't want to watch it.
3. Audra says that staying up late is much easier _____ getting up early.
4. "We're meeting at the dinosaur exhibit at 10 o'clock," said Mr. Palmer. "See you _____!"
5. Other _____ me and my dad, there was no one at the beach this morning.

Let's Practice Some More . . .

Directions: Combine each pair of sentences using **then** or **than**.

6. Gregory ran fast. Gemma ran faster.

7. Put the blueberries, spinach, banana, and milk in the blender. Blend for about 60 seconds.

8. I like reading science fiction. I would rather read historical fiction.

Name: _____ Date: _____

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

Vocabulary

"The Beast of Loch Ness"

- 1. incontrovertible** (in-kon-truh-VUR-tuh-buh) *adjective*; Something that is incontrovertible cannot be doubted, questioned, or denied. It is absolutely, positively, 100 percent true. Let's say you think your neighbor's dog, Oscar, has been digging holes in your yard. Your neighbor says he hasn't. If you take a video of Oscar digging in your yard, you now have incontrovertible proof!
- 2. murky** (MUR-kee) *adjective or verb*; Murky is the opposite of clear. Murky water is cloudy and hard to see through. A murky sky is foggy and dark. Murky can also mean "not clearly expressed or understood." If the details of how your sister scratched the family car are murky, they are not clear and don't really make sense.
- 3. plausible** (PLAW-zuh-buhl) *adjective*; Something that is plausible is reasonable or believable—it seems like it could be true or like it could happen. Imagine Isaac says he was late because his bike got a flat tire. You would probably find his excuse plausible. But what if Isaac says he was late because he was kidnapped by aliens? You probably would *not* find that excuse plausible.
- 4. ploy** (ploi) *noun*; A ploy is a clever plan or sneaky trick to get what you want. Let's say you run into the kitchen and ask your brother what happened to his room. He asks you what you're talking about. "It looks like a wild animal was running around in there or something," you say. As your brother races up to his room, you snag the last slice of pizza from the box on the counter. *What you told your brother about his room was not true; it was just a ploy to get him to leave the kitchen.*
- 5. preposterous** (pri-PAHS-tur-uhs) *adjective*; Something that is preposterous is absolutely ridiculous, totally absurd, extremely foolish, or utterly silly! If Eli tells you his big idea to make money over the summer is to take people's pet fish for a walk by pulling them around the neighborhood on his skateboard, you might tell him that his idea is preposterous.

6. **scrutinize** (SKROOT-in-ahyz) *verb*; To scrutinize something is to examine it very closely, paying attention to every tiny detail. If Miguel hates onions, he might scrutinize his slice of pizza before eating it to make sure there are absolutely no onions on it—not even a teeny, tiny piece.

7. **sonar** (SOH-nahr) *noun*; Sonar is a technology used to locate objects underwater. Here's how it works: A special machine on a boat or submarine sends out sound waves. If any sound waves hit an object, there is an echo. The machine hears this echo and can tell where the object is. (Whales and dolphins also use sonar—without a machine.)

Name: _____

Close-Reading Questions

"The Beast of Loch Ness"

1. Traditionally, how have people characterized Loch Ness and the creature that is said to live in it? Are attitudes about Loch Ness and the creature any different today? (key ideas and details, compare and contrast)
2. Why do most scientists reject the idea that the Loch Ness monster exists? (key ideas and details)
3. Why does author Lauren Tarshis include information about the giant squid and the okapi in the article (text structure)
4. Explain how Tarshis uses rhetorical questions throughout the article. What purposes do these questions serve? (author's craft)

Name: _____

Critical-Thinking Questions

"The Beast of Loch Ness"

1. How convincing do you find the evidence for the idea that the Loch Ness monster exists? Explain.

2. Why do you think people continue to be interested in the story of the Loch Ness monster?

Name: _____

COULD NESSIE REALLY EXIST?

Read “The Beast of Loch Ness.” Then fill in the boxes on the following slides to evaluate the evidence presented for and against the existence of the Loch Ness monster.



This activity will help you respond to the writing prompt that appears at the end of the article.

Evidence:

"Few plants or fish can survive in the dark and frigid waters of Loch Ness." (p. 6)

I think this supports the conclusion that

☐

Nessie exists.

☐

Nessie does not exist.

Is this evidence weak or strong? Explain.

Evidence:

Some animals from legends and myths, such as the giant squid and the okapi, have turned out to be real. (p. 7)

I think this supports the conclusion that

☐

Nessie exists.

☐

Nessie does not exist.

Is this evidence weak or strong? Explain.

Evidence:

I think this supports the conclusion that



☐ Nessie exists. ☐ Nessie does not exist.

Is this evidence weak or strong? Explain.

Evidence:

I think this supports the conclusion that



☐ Nessie exists. ☐ Nessie does not exist.

Is this evidence weak or strong? Explain.

Evidence:

"Another respected Loch Ness investigator was an American lawyer named Robert Rines. In the 1970s, Rines captured an image that seemed to show the flipper of a large underwater creature. As with Dinsdale's film, the image was too blurry to provide clear answers." (p. 7)

I think this supports the conclusion that

☐

Nessie exists.

☐


Nessie does not exist.

Is this evidence weak or strong? Explain.

Directions: Now find more pieces of evidence that support either the conclusion that Nessie could exist or the conclusion that Nessie does not exist.


Evidence:

Evidence:

I think this supports the conclusion that 

☐ Nessie exists. ☐ Nessie does not exist.

Is this evidence weak or strong? Explain.

I think this supports the conclusion that 

☐ Nessie exists. ☐ Nessie does not exist.

Is this evidence weak or strong? Explain.

Which piece or pieces of evidence do you find most compelling? Least compelling? Explain.

most compelling and why:

least compelling and why:

CHOICE BOARD

"THE BEAST OF LOCH NESS"

What kind of "sighting" of a creature would bring thousands of visitors to *your* hometown? Imagine you are the Aldie Mackay of your town and write about your sighting in the form of a newspaper article, a work of short fiction, or a TV news report. Be sure to include details about the creature's appearance and behavior, where it lurks, and other sightings or tales of it that already exist.

Go to Scope Online to read or listen to ["Hunting a Monster"](#) and ["Monster of the Deep."](#) two articles that explore the fact and fiction behind some favorite fantastical creatures. Then respond to this prompt:

The writer J.R.R. Tolkien said, "I believe that legends and myths are largely made of 'truth.'" What did Tolkien mean? What is the "truth" in the legends and myths surrounding creatures like the giant squid, Bigfoot, and the Loch Ness monster?

Imagine that a documentary is being made about the Loch Ness monster, and it's your job to help promote it. Create a series of social media posts that include the documentary's title, a tagline, some sort of art, and compelling evidence from the article that will make viewers want to see the film. (Don't forget hashtags!)

Evaluate the evidence presented in the article for and against the existence of the Loch Ness monster. What evidence is most compelling? What evidence is least compelling? Present your evaluation in the form of an essay, a slideshow, or an audio recording. Be sure to use text evidence.

Note: This is the contest prompt that appears at the end of the article.

Name: _____

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.

Answer the questions below to help you write an objective summary of "The Beast of Loch Ness."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

3. Who or what caused this event?

4. How did this event affect the main person or people in the article?

5. Write any other important details you haven't mentioned.

Your turn! Write an objective summary of “The Beast of Loch Ness.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “The Beast of Loch Ness”

[illegible]

Name: _____

SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a story is about. It includes only the most important details. It does not include the opinions of the person writing it.

Directions: The sentences below can be rearranged to create an objective summary of "The Beast of Loch Ness." Write numbers in the gray boxes to show the order the sentences should go in. There are three sentences you should NOT use in your summary, because they are irrelevant or opinions. Write an X next to those sentences.

Since then, more than 1,000 others have claimed to have seen some kind of creature in the loch.

Some of these believers point to other legends of strange animals that turned out to be real, such as the giant squid and the okapi.

Today, Loch Ness attracts thousands of visitors every year, but no conclusive evidence that a mysterious creature is living in the loch has ever been found.

Robert Rines was a respected Loch Ness investigator.

In April 1933, Aldie and John Mackay claimed to have seen the beast from their car.

I'd really like to visit Loch Ness someday.

For hundreds of years, stories have been told about a horrible monster living in one of Scotland's largest lakes, Loch Ness.

While many dismiss these tales as myth, others are convinced there really is something living in the loch.

The okapi is a close relative of the giraffe.

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "The Beast of Loch Ness." Then complete this activity.

Imagine you are writing a paragraph about how the legend of the Loch Ness monster has benefited the community in Loch Ness.

1. Which sentence would be the best topic sentence for your paragraph?

- ☐ **A.** People have traveled to Loch Ness to study the loch because of the legend.
- ☐ **B.** The legend of the Loch Ness monster has made Loch Ness a lucrative tourist attraction.
- ☐ **C.** Visitors to Loch Ness can take boat cruises to look for the monster.

2. Which text evidence BEST supports the sentence you chose in Question 1?

- ☐ **A.** "Today, the Loch Ness monster—real or otherwise—attracts thousands of visitors every year who help boost the local economy."
- ☐ **B.** "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987."
- ☐ **C.** "... more than 1,000 people have claimed to have seen some kind of creature in the water or on the shores of Loch Ness ..."

3. Which line explains why the text evidence you chose in Question 2 is relevant?

- ☐ **A.** It provides an examples of a person who studied Loch Ness.
- ☐ **B.** It shows how the legend of the Loch Ness monster has been profitable for the area around Loch Ness.
- ☐ **C.** It shows how many people still believe in Nessie.

4. Choose the piece of text evidence that BEST supports the statement below.



Statement:
Some creatures that were believed to be mythical turned out to be real.

- ☐ A. "In fact, scientists agree there are likely millions of plants and animals on Earth that have yet to be identified."
- ☐ B. "These long-necked marine reptiles lived alongside the dinosaurs and died out 65 million years ago."
- ☐ C. "For centuries, sailors returned home telling wild tales of a sea monster . . . Today, we know that giant squid dwell in the deep ocean."

Explain your answer to Question 4. How does it support the statement?

5. Choose the TWO pieces of text evidence that BEST support the statement below.



Statement:
Some people have dedicated a lot of time and effort to solving the mystery of the Loch Ness monster.

- ☐ A. "Aldie's old hotel now houses the Loch Ness Centre and Exhibition."
- ☐ B. "For centuries, people from nearby towns had whispered stories of a creature, a huge and terrifying beast . . ."
- ☐ C. "They investigated the 22.5-mile-long loch 'shoreline to shoreline, top to bottom,' said scientist Ian Florence."
- ☐ D. "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987."

Choose one piece of text evidence from Question 5 that does NOT support the statement and explain why.

6. Which paragraph correctly uses text evidence from the article in the form of a quotation?

- ☐ **A.** Tim Dinsdale was very dedicated to solving the mystery of the Loch Ness monster. Tarshis writes, "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987" (7).
- ☐ **B.** Tim Dinsdale was very dedicated to solving the mystery of the Loch Ness monster. Tarshis writes, "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987" (7). The fact that Dinsdale led so many expeditions to Loch Ness over so many years shows how determined he was to solve the mystery.
- ☐ **C.** Tim Dinsdale was very dedicated to solving the mystery of the Loch Ness monster. "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987." The fact that Dinsdale led so many expeditions to Loch Ness over so many years shows how determined he was to solve the mystery.

Explain why the two answers you did NOT choose are incorrect.

7. Which paragraph correctly uses text evidence from the article in the form of a paraphrase?

- ☐ **A.** People have been telling stories about the Loch Ness monster for a very long time. For example, Tarshis writes, "Another story, dating back to the sixth century, told of a water monster that sought to devour farmers working nearby" (6). In other words, tales of the Loch Ness monster have been circulating for centuries.
- ☐ **B.** People have been telling stories about the Loch Ness monster for a very long time. For example, Tarshis explains that, in the sixth century, a story about a water monster that tried to eat farmers near Loch Ness started circulating (6).
- ☐ **C.** People have been telling stories about the Loch Ness monster for a very long time. For example, Tarshis explains that, in the sixth century, a story about a water monster that tried to eat farmers near Loch Ness started circulating (6). In other words, tales of the Loch Ness monster have been around for centuries.

Explain why the two answers you did NOT choose are incorrect.

8. Now it's your turn. On the lines below, write a paragraph explaining why most scientists reject the idea that there is some kind of monstrous creature living in Loch Ness. Be sure to include:

- ✓ 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

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "The Beast of Loch Ness." Then complete this activity.

1. Choose the ONE piece of text evidence that BEST supports the statement below.



Statement:

Some creatures that were believed to be mythical turned out to be real.

- ☐ A. "These long-necked marine reptiles lived alongside the dinosaurs and died out 65 million years ago."
- ☐ B. "In fact, scientists agree there are likely millions of plants and animals on Earth that have yet to be identified."
- ☐ C. "For centuries, sailors returned home telling wild tales of a sea monster . . . Today, we know that giant squid dwell in the deep ocean."
- ☐ D. "After scrutinizing the footage, they concluded that the object was probably alive and that it was between 12 and 16 feet long."

2. Choose the piece of text evidence that BEST supports the statement below.



Statement:
The legend of Loch Ness has benefited the local community.

- ☐ A. "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987."
- ☐ B. "... more than 1,000 people have claimed to have seen some kind of creature in the water or on the shores of Loch Nessie ..."
- ☐ C. "Today, the Loch Ness monster—real or otherwise—attracts thousands of visitors every year who help boost the local economy."

Explain your answer to Question 2. How does it support the statement?

3. Read the lines from the article that appear below. Write a statement that they all support.



Statement:

- ☒ A. "In 2003, scientists studied the loch using sonar and satellites."
- ☒ B. "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987."
- ☒ C. "They investigated the 22.5-mile-long loch 'shoreline to shoreline, top to bottom,' said scientist Ian Florence."

Name: _____

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.

Answer the questions below to explore the text features in "The Beast of Loch Ness."

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this image create?

2. How does the *New York Times* headline (page 6 in the print magazine) contribute to the article?

3. Into what section of the article would information from the caption titled "The Proof?" fit best?

4. Consider the subheadings throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

Name: _____

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.

Common text structures are listed in the blue boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Beast of Loch Ness."

1. The introduction uses a **sequence-of-events** structure. Why do you think the author chose to structure the section this way?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause & Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

2. Circle the text structure used in the last four paragraphs of the section "Finding Proof."

list cause and effect

Explain how you know, using evidence from the text.

Problem & Solution

Presents a problem and explains how it is solved

Compare & 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 "Fantastic Creatures"?

B. Explain how you know. Use text evidence to support your answer.

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause & Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem & Solution

Presents a problem and explains how it is solved

Compare & 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)

Name: _____

IDENTIFYING NONFICTION ELEMENTS

Directions: Use this activity as you read "The Beast of Loch Ness."

For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.



BEFORE READING

Analyze Text Features

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this image create?

2. Consider *The New York Times* headline on page 6. Why might the author have chosen to include this feature with the article?

3. Consider the **subheadings** throughout the article, along with the text features you explored in questions 1 and 2. What tone is expressed through the words and details included in these text features?

4. Read the **headline**, **subtitle**, and **subheadings** in the article. What do they suggest the article will be about?

DURING READING

Text Structure, Text Evidence

5. A. Put a ✓ in the box that BEST describes the **text structure** of the section "Finding Proof."

cause and effect

description/list

problem and solution

B. Explain how you know.

6. A. Imagine you are writing a paragraph about how the legend of the Loch Ness monster has benefited the community of Loch Ness.

Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

- ☐ The legend of the Loch Ness monster has made Loch Ness a lucrative tourist attraction.
- ☐ Aldie Mackay managed a hotel near Loch Ness.
- ☐ More than 1,000 people have claimed to have seen a creature in Loch Ness.

B. Find a piece of text evidence that supports the sentence you chose in part A.

AFTER READING

Central Ideas and Details

7. 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 "They investigated the 22.5-mile-long loch 'shoreline to shoreline, top to bottom,' said scientist Ian Florence."	Detail #2 "Dinsdale led 57 Loch Ness expeditions between 1960 and 1987."	Detail #3 "In 2003, scientists studied the loch using sonar and satellites."

Objective Summary

8. Write an objective summary of “The Beast of Loch Ness.” (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.

GLOSSARY OF NONFICTION TERMS

CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it’s what the article is about—similar to an objective summary but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrase (put into your own words). See also: *objective summary* and *supporting details*.

HEADLINE:

The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

OBJECTIVE SUMMARY:

Objective means “not influenced by personal feelings or interpretation,” and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

SUBHEADING (or SUBHEAD) AND SUBTITLE:

A subheading is a heading, or title, of a section of a text.

The subtitle is the text that comes right after the headline and is almost always smaller in size than the headline.

GLOSSARY OF NONFICTION TERMS

SUPPORTING DETAILS:

Information used to support an argument or a claim (also called “supporting evidence”). If you are writing about something you have read, you need to use supporting details to back up or prove whatever point you are making. Most of your supporting details will be from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting details that come directly from the text you are writing about are also called “text evidence.”

TEXT STRUCTURE:

The way an author organizes information in a text. An entire text may have the same structure, but in many cases, different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures: description, sequence of events, problem and solution, cause and effect, and compare and contrast.

TEXT FEATURES:

Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, in italics, or that is underlined), subheads, table of contents, charts and graphs, bullet points, and glossaries are all examples of text features.

Name: _____

IDENTIFYING NONFICTION ELEMENTS

Directions: Use this activity as you read "The Beast of Loch Ness."

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BEFORE READING

Analyze Text Features

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this image create?

2. Consider the *New York Times* headline on page 6. Why might the author have chosen to include this feature with the article?

3. Consider the **subheadings** throughout the article, along with the text features you explored in questions 1 and 2. What tone (the author's attitude toward the topic) is expressed through the words and details in these text features?

4. Read the **headline**, subtitle, and **subheadings** in the article. What do they suggest the article will be about?

DURING READING

Text Structure, Text Evidence

5. In the introduction, the author uses a sequence-of-events text structure.

Which words and phrases could help you identify this **text structure**? Put a ✓ next to the answer.

- ☐ A. *vivid green, murky waters, trembling with fright*
- ☐ B. *on an April afternoon, for a few days, over the next few weeks*
- ☐ C. *who would believe them?, rolled their eyes and laughed, claimed to have seen*

6. Imagine you are writing a paragraph about how the legend of the Loch Ness monster has benefited the community of Loch Ness.

Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

- ☐ A. The legend of the Loch Ness monster has created a successful tourist attraction in Loch Ness.
- ☐ B. Aldie Mackay managed a hotel in Loch Ness.
- ☐ C. More than 1,000 people claimed to have seen a creature in Loch Ness.

AFTER READING

Central Ideas and Details

7. A. Below is a **central idea** of "The Beast of Loch Ness" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea

Some people have dedicated a lot of time and effort to solving the mystery of the Loch Ness monster.

Detail #1

"They investigated the 22.5-mile-long loch 'shoreline to shoreline, top to bottom,' said scientist Ian Florence.

Detail #2


"For centuries, people from nearby towns had whispered stories of a creature, a huge and terrifying beast ..."

Detail #3

"Dinsdale led 57 Loch Ness expeditions between 1960 and 1987."

B. Explain why the detail you crossed out DOES NOT support the central idea above.

Objective Summary

8. An **objective summary** is a short statement or paragraph that tells what an article is about. Place an  next to the three sentences below that should NOT be included in an objective summary of "The Beast of Loch Ness."

- a. The okapi is a relative of the giraffe.
- b. More than 1,000 people claimed to have seen some kind of creature in Loch Ness.
- c. Loch Ness is a lake in Scotland, and some people believe there is a monstrous creature living in it.
- d. The giant squid is a real creature that lives in the ocean.
- e. Several creatures that were once thought to exist only in legends and myths have turned out to be real.
- f. I don't think the Loch Ness monster exists.
- g. Stories about a terrifying creature that lives in Loch Ness have been told for centuries.
- h. No conclusive evidence that a monstrous creature is living in Loch Ness has ever been found.

GLOSSARY OF NONFICTION TERMS

CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it’s what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrase (put into your own words). See also: *objective summary* and *supporting details*.

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Objective means “not influenced by personal feelings or interpretation,” and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

SUBHEADING (or SUBHEAD) AND SUBTITLE:

A subheading is a heading, or title, of a section of a text.

The subtitle is the text that comes right after the headline and is almost always smaller in size than the headline.

GLOSSARY OF NONFICTION TERMS

SUPPORTING DETAILS:

Information used to support an argument or a claim (also called “supporting evidence”). If you are writing about something you have read, you need to use supporting details to back up or prove whatever point you are making. Most of your supporting details will be from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting details that come directly from the text you are writing about are also called “text evidence.”

TEXT STRUCTURE:

The way an author organizes information in a text. An entire text may have the same structure, but in many cases, different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures: description, sequence of events, problem and solution, cause and effect, and compare and contrast.

TEXT FEATURES:

Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, or italics, or that is underlined), subheads, table of contents, charts and graphs, bullet points, and glossaries are all examples of text features.

Name: _____

“The Beast of Loch Ness” Quiz

Directions: Read “The Beast of Loch Ness” from the May issue of *Scope*. Then answer the questions below.

1. Which word best describes the mood of the introduction?
 - A. suspenseful
 - B. gloomy
 - C. peaceful
 - D. whimsical

2. Which lines help create the mood you identified in Question 1? Choose TWO.
 - A. “In Scotland, lakes are called ‘lochs,’ pronounced *locks*.”
 - B. “The road—the A82—was brand new, and Aldie was enjoying the view from the car window.”
 - C. “But . . . what was it?”
 - D. “It disappeared and then reemerged in another part of the loch. And then—it was gone.”

3. Lauren Tarshis writes, “Could the beast of Loch Ness be like the kraken and the okapi—not a fantastical creature but a real one that has simply remained elusive?” Tarshis is posing the question of whether the Loch Ness monster might be
 - A. a giant squid.
 - B. related to the giraffe.
 - C. real, but difficult to find.
 - D. an imaginary creature.

4. What is the purpose of the section “Fantastic Creatures”?
 - A. to explain how Nessie legends began
 - B. to develop the idea that some mythical creatures are based on animals that actually exist
 - C. to evaluate the evidence surrounding the plesiosaur theory
 - D. to support the claim that the Loch Ness monster isn’t real

5. Which of the following statements best expresses a central idea of the article?
 - A. The legend of Loch Ness may have been a ploy to attract tourists.
 - B. Some believe that the Loch Ness monster is real despite a lack of credible evidence.
 - C. The giant squid was once thought to be a creature of myth.
 - D. The Loch Ness monster exists.

6. Which line best supports your answer to Question 5?
 - A. “For a few days, Aldie and John kept quiet about what they had seen.”
 - B. “Though Rines never did uncover incontrovertible proof of Nessie’s existence, he believed until his death, in 2009, that a major discovery awaited in the murky waters of Loch Ness.”
 - C. “They called it the kraken.”
 - D. “In 2003, scientists studied the loch using sonar and satellites.”

Name: _____

“The Beast of Loch Ness” Quiz

Directions: Read “The Beast of Loch Ness” from the May issue of *Scope*. Then answer the questions below.

1. **Which word best describes the mood of the introduction?**
 - A. suspenseful (causing excitement and uncertainty about what may happen)
 - B. gloomy (causing feelings of sadness)
 - C. peaceful (full of quiet and calm)
 - D. whimsical (unusual in a playful and amusing way)
2. **Which lines help create the mood you identified in Question 1? Choose TWO.**
 - A. “In Scotland, lakes are called ‘lochs,’ pronounced *locks*.”
 - B. “The road—the A82—was brand new, and Aldie was enjoying the view from the car window.”
 - C. “But . . . what was it?”
 - D. “It disappeared and then reemerged in another part of the loch. And then—it was gone.”
3. **Author Lauren Tarshis writes, “Could the beast of Loch Ness be like the kraken and the okapi—not a fantastical creature but a real one that has simply remained elusive?” The word *elusive* means**
 - A. celebrated and widely known.
 - B. easily identified.
 - C. difficult to find.
 - D. strong enough to survive.
4. **The section “Fantastic Creatures” helps readers understand**
 - A. how Nessie legends began.
 - B. why some people believe Nessie might really exist.
 - C. scientists’ opinion of the plesiosaur theory.
 - D. what the waters of Loch Ness are like.
5. **Which of the following statements best expresses a central idea of the article?**
 - A. The legend of Loch Ness may have been a ploy to attract tourists.
 - B. Belief in the Loch Ness monster continues despite a lack of credible evidence.
 - C. The giant squid was once thought to be a creature of myth.
 - D. The Loch Ness monster exists.
6. **Which line best supports your answer to Question 5?**
 - A. “For a few days, Aldie and John kept quiet about what they had seen.”
 - B. “Though Rines never did uncover incontrovertible proof of Nessie’s existence, he believed until his death, in 2009, that a major discovery awaited in the murky waters of Loch Ness.”
 - C. “They called it the kraken.”
 - D. “In 2003, scientists studied the loch using sonar and satellites.”

Name: _____

Constructed-Response Questions

Directions: Write your answer in the space provided or use your own paper or document.

7. Why do most scientists reject the idea that there is some kind of monster living in Loch Ness? Support your answer with text evidence.
8. Think about the photos and caption titled “The Proof?” as well as the photo of the eel and its caption. How do these text features support the idea that the Loch Ness monster probably does not exist? Use text evidence to support your answer.

Loch Ness Contest

Evaluate the evidence presented in the article for and against the existence of the Loch Ness monster. What evidence is most compelling? What evidence is least compelling?

Present your evaluation in the form of an essay, a slideshow, or an audio recording.

Be sure to use text evidence. Send your work to Loch Ness Contest.

Three winners will each get *Beast* by Watt Key.

Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ good organization and transitions
- ✓ use of supporting text evidence
- ✓ grammar, spelling, and punctuation

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY June 21, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____ Date: _____

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

Vocabulary

A Message From Space

- 1. burrow** (BUR-oh) *noun or verb*; A burrow is a hole or tunnel dug in the ground by a small animal, such as a rabbit. A burrow provides a place for an animal to store food, sleep, survive extreme temperatures, and protect itself and its young from predators.

As a verb, *burrow* means “to dig a hole or tunnel in the ground,” as in “A rabbit burrowed into the side of the hill.”
- 2. potential** (puh-TEN-shuhl) *adjective or noun*; As an adjective, *potential* means “possible, or capable of becoming real.” Brands often try to connect with potential customers: people who are not customers now but might become customers.

As a noun, *potential* can mean “an ability that can lead to success or excellence.” If you have potential as a piano player, you have skills and talent that can carry you to greatness (if you keep practicing).

Potential can also mean “the chance or possibility that something will develop and become real.” Icy sidewalks increase the potential for slipping.
- 3. talisman** (TAL-is-muhn) *noun*; A talisman is an object that is believed to ward off evil or illness and bring good luck: a four-leaf clover, your favorite soccer socks, Katniss’s mockingjay pin in the Hunger Games series. In fantasy stories, a magical talisman such as a special ring or stone often gives supernatural powers or protection to the person who is wearing or holding it.
- 4. reluctantly** (ri-LUHK-tuhnt-lee) *adverb*; The adjective *reluctant* (ri-LUHK-tuhnt) means “not eager to do something.” You might be reluctant to lend your headphones to your brother if he tends to lose things. If you do something reluctantly, you do it with hesitation, doubt, or unwillingness, as in “I reluctantly agreed to babysit for my neighbors’ kids on Friday. Last time I babysat for them, the kids were a nightmare!”

Name: _____ Date: _____

Vocabulary Practice

A Message From Space

Directions: Write a form of a word from the word bank in each blank to complete each sentence.

reluctantly talisman potential burrow

1. After an all-night movie marathon, I _____ crawled out of bed for an early morning soccer practice.
 2. The shell Toby keeps in his pocket is a _____; he carries it around to keep him safe.
 3. Today I brainstormed a list of _____ topics for my science fair project.
 4. Earthworm _____ help plants grow. The tunnels create space for roots to grow and for air and water to flow through the soil.
-

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

- | | | | |
|-----------------------|--------------------|---------------------|------------------|
| 5. reluctantly | 6. talisman | 7. potential | 8. burrow |
| A. excitedly | A. lucky charm | A. possible | A. to dig |
| B. unwillingly | B. warning | B. impossible | B. to fill |

Name: _____

Close-Reading Questions

A Message From Space

1. What is the purpose of the prologue? (text structure)

2. Based on what happens in Scenes 1 and 2, how does Naya feel about the fact that her mom is a famous astronaut? (key ideas and details, inference)

3. How is Naya feeling in Scene 4? How can you tell? (character, inference)

4. What can you infer about Naya's relationship with Abuelo? (character, inference)

5. At the end of the play, why does Naya say she needs to make more flyers? (key ideas, character, inference)

Name: _____

Critical-Thinking Questions

A Message From Space

1. In Scene 2, JJ tells Naya, “You’ve got success in your blood.” Why might someone like Naya find this statement troubling?

2. Why do you think Naya’s mom selected a burrowing owl stuffed animal as the capsule’s talisman?

Name: _____

NAYA'S TURNING POINT

Read [*A Message From Space*](#). Then use this activity to help you think about how the way Naya sees herself changes by the end of the play.

This activity will help you respond to the writing prompt that appears at the end of the play.

1 FILL IN THE CHART BELOW.

PROLOGUE

SCENE 1

SCENE 2

WHAT DO YOU LEARN ABOUT
NAYA AS A PERSON?

HOW DOES NAYA FEEL ABOUT
THE FACT THAT HER MOM IS A
FAMOUS ASTRONAUT?

2 BASED ON SCENES 3 AND 4, HOW DOES NAYA'S FAMILY FEEL ABOUT NAYA'S MOM'S LAUNCH?


3 BASED ON SCENES 3 AND 4, HOW DOES NAYA FEEL ABOUT HER MOM'S LAUNCH? HOW DO YOU KNOW?

4 WHAT DOES NAYA'S CONVERSATION WITH ABUELO IN SCENE 5 CAUSE HER TO CONSIDER OR DO?

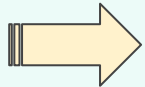
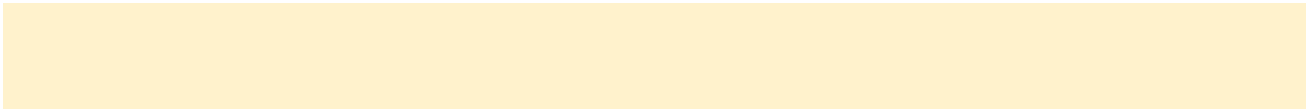
5 HOW DOES HEARING HER MOM'S MESSAGE FROM THE CAPSULE AFFECT NAYA?

6 NOW FINISH THE SENTENCES BELOW:

At the beginning of launch day, Naya feels ...



By the end of launch day, Naya feels ...



NOW YOU'RE READY TO WRITE!

USE WHAT YOU WROTE ON THE PREVIOUS SLIDES TO HELP YOU RESPOND TO THE WRITING PROMPT THAT APPEARS AT THE END OF THE PLAY:

Imagine you're Naya. Write an email to your mom on the International Space Station, telling her how your feelings changed from the beginning of launch day to the end and why. (You can include anything else you'd like, as long as you stay true to Naya's character.)

CHOICE BOARD

A MESSAGE FROM SPACE

Imagine you're Naya. Write an email to your mom on the International Space Station, telling her how your feelings changed from the beginning of launch day to the end and why. (You can include anything else you'd like, as long as you stay true to Naya's character.)

Note: This is the contest prompt that appears at the end of the play.

With at least one classmate, go to Scope Online to read [Far From Home](#), another play about a teen determined to save an endangered animal. Then respond to the following questions in a shared document: What do Marco and Naya have in common? How does the way both characters see themselves change over the course of each play? What causes their views to change?

Write the next scene of *A Message From Space*. You'll need to decide when it takes place, where it takes place, and who is in the scene. Perhaps it's the next meeting of the Burrowing Owl Club or a video chat between Naya's family and her mom on the ISS. It's up to you—just make sure the characters stay true to how they are portrayed in the play.

With at least one classmate, go to Scope Online to read the poem "[Song of Bravery](#)." Take turns reading the poem aloud to one another. Then discuss:

What ideas does the poem express about being confident and brave?

What ideas does it express about being uncertain, worried, or fearful?

How does this poem relate to Naya's experience? Are there any particular lines or stanzas that especially remind you of Naya?

Name: _____

MAKING INFERENCES

Making an inference means using clues to figure out something the author doesn't tell you directly.

Directions: Read *A Message From Space*. Then fill in the chart below by answering the questions that appear in italics. We filled in the first row for you.

Clues	Inference
<p><i>1. Find two lines that support the inference on the right.</i></p> <p>SD1: Naya's bedroom is decorated with owls-lots of owls. Ceramic owls clutter the desk. Owl posters hang on the walls. An owl blanket covers the bed.</p> <p>Naya: Here, take a flyer. I'm starting an after-school club. We're going to build burrows all over town.</p>	<p>Naya has a passion for owls.</p>
<p>Consider Naya's body language when talking with other parents about her mom at the science fair:</p> <p>SD3: Naya reluctantly takes the paper.</p> <p>SD1: Naya shrugs.</p> <p>SD2: Naya forces a smile.</p> <p>Naya (glumly): Thanks.</p>	<p><i>2. How does talking about her mom at the science fair make Naya feel?</i></p>

Clues	Inference
3. Find three lines that support the inference on the right.	Naya is anxious about her mom's launch.
4. Find two lines that support the inference on the right.	Naya feels like her interests aren't good enough, worthy, or important.
Consider what Naya says in the final line of the play: Naya (<i>laughing through tears</i>): I'm thinking I need to make more flyers.	5. Why has Naya decided she needs to make more flyers? How is she feeling in this moment?

Name: _____

A Message From Space Quiz

Directions: Read *A Message From Space* from the May issue of *Scope*. Then answer the questions below.

- 1. By the end of Scene 1, readers can infer that Naya feels**
 - A. excited about her mom's launch.
 - B. surprised by people's interest in helping burrowing owls in Florida.
 - C. determined to join the Air Force when she grows up.
 - D. disappointed that people are more interested in her mom's job than her science fair project.
- 2. Which words best describe Naya at the beginning of the play?**
 - A. confident and passionate
 - B. anxious and insecure
 - C. proud and optimistic
 - D. jealous and uncaring
- 3. Which lines best support your answer to Question 2? Choose THREE.**
 - A. **SD3:** Naya googles "space disasters."
 - B. **JJ:** I remember how you liked owls even when you were just a little kid.
 - C. **Naya:** I guess it's kind of babyish that I still do.
 - D. **SD2:** Naya stands in a corner, biting her lip.
- 4. What does the text feature titled "Burrowing Owls" help readers understand in the story?**
 - A. why no one showed up to the first burrowing owl club meeting
 - B. why the astronauts chose a burrowing owl to use as their zero-gravity indicator
 - C. why Naya's bedroom is full of owls
 - D. how Naya might use pipes and boxes to make artificial burrows for owls
- 5. Over the course of Scene 6, the mood shifts from**
 - A. lighthearted to tense.
 - B. suspenseful to heartwarming.
 - C. terrifying to gloomy.
 - D. eerie to calm.
- 6. Which of the following are themes of the play? Choose THREE.**
 - A. Uncertainty is part of life.
 - B. Naya is passionate about burrowing owls.
 - C. There are many ways to be brave.
 - D. Some risks are worth taking.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. In Scene 5, Abuelo says, “Think of your burrowing owls. They don’t spend their whole lives hiding underground. When the time comes, they step out and fly.” What do these lines mean? How do they relate to the story? Answer both questions using text evidence.
8. How do Naya’s feelings about the Burrowing Owl Club change over the course of the play? Support your answer using text evidence.

Name: _____

A Message From Space Quiz

Directions: Read *A Message From Space* from the May issue of *Scope*. Then answer the questions below.

1. Which is an inference readers can make based on the information in Scene 1?
 - A. Naya wants to join the Air Force.
 - B. Naya loves talking about her mom's job.
 - C. Naya is sad she isn't attending the launch.
 - D. Naya is passionate about burrowing owls.
2. Which word best describes Naya before her mom's launch?
 - A. calm
 - B. worried
 - C. optimistic
 - D. uncaring
3. Which lines support your answer to Question 2? Choose THREE.
 - A. **SD3:** Naya googles "space disasters."
 - B. **JJ:** I remember how you liked owls even when you were just a little kid.
 - C. **SD2:** Naya stands in a corner, biting her lip.
 - D. **Naya:** That doesn't mean that it will turn out OK.
4. The text feature titled "Burrowing Owls" helps readers understand
 - A. why burrowing owls interest Naya.
 - B. why the astronauts hang an owl in the capsule.
 - C. why Naya's bedroom is full of owls.
 - D. how Naya might use pipes and boxes to make artificial burrows for owls.
5. Which word best describes the mood at the end of Scene 6?
 - A. tense
 - B. heartwarming
 - C. energetic
 - D. mysterious
6. By the end of the play, Naya begins to understand that _____. Choose THREE.
 - A. uncertainty is part of life
 - B. she wants to be an astronaut
 - C. there are many ways to be brave
 - D. some risks are worth taking

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. In Scene 5, Abuelo says, “Think of your burrowing owls. They don’t spend their whole lives hiding underground. When the time comes, they step out and fly.” What does he mean? How do these lines relate to Naya’s mom and to Naya? Use text evidence to support your answer.
8. Naya throws her Burrowing Owl Club flyers away at the beginning of Scene 3. Why does she decide she will need more flyers at the end of the play?

Naya Contest

Imagine you're Naya. Write an email to your mom on the International Space Station, telling her how your feelings changed from the beginning of launch day to the end and why. (You can include anything else you'd like, as long as you stay true to Naya's character.) Send your work to Naya Contest. Three winners will each get *Moving Target* by Christina Diaz Gonzalez.

Entries will be judged on:

- ✓ creativity
- ✓ strength of character development
- ✓ clarity
- ✓ grammar, spelling, and punctuation

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY June 21, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____ Date: _____

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

Vocabulary

"The Fastest Woman in the World" and "Climbing Toward a Better World"

1. **accessible** (ak-SES-uh-buhl) *adjective*; The verb *access* (AK-ses) means "to approach or enter a place," as in "You can use that staircase to access the roof."

Accessible means "able to be reached or entered," as in "The island is accessible only by boat."

As used in the articles, *accessible* means "built in a way that allows easy entry or use by people with disabilities." A building that has stairs but no elevator would not be accessible to wheelchair users.

2. **curb cut** (kurb kuht) *noun*; A curb cut is a ramp built into the curb of a street. Curb cuts allow smooth passage between the sidewalk and the street for people using bicycles, wheelchairs, strollers, or suitcases on wheels, or for anyone who might find walking on uneven surfaces difficult.

3. **designated** (DEH-zig-neyt-id) *adjective*; The verb *designate* (DEH-zig-neyt) means "to assign someone or something to a particular role or purpose." Your teacher might designate you as the daily attendance taker.

Designated means "marked or separated for a particular purpose." Your family might have a designated area in your house where you can study without being interrupted.

4. **humanitarian** (hyoo-man-ih-TEHR-ee-uhn) *noun or adjective*; Humanitarians are people devoted to improving the lives of others. They work to end human suffering by donating money or offering services to help solve problems like poverty, disease, and hunger.

Humanitarian can also be used as an adjective to mean "related to humanitarians," as in the phrases "humanitarian aid" and "humanitarian efforts."

5. **implement** (IM-pluh-ment) *verb*; To implement something is to put it into effect or practice—to begin using it. A basketball team might implement a new play. A school cafeteria might implement a new system for sorting trash.

6. **inadequate** (in-AD-uh-kwit) *adjective*; If something is adequate (AD-uh-kwit), there's enough of it. You might be late to school if you don't leave yourself adequate time to walk to the bus stop. Adequate can also mean "good enough." A metal folding chair is not that comfortable, but it is an adequate option for sitting.

The prefix *in-* means "not." Something that is inadequate is not adequate. A thin T-shirt might be inadequate on a chilly evening. If you check out a really long book at the library, you might find the two-week loan period inadequate.

7. **mandate** (MAN-deyt) *adjective or noun*; A mandate is an official order or command. During the coronavirus pandemic, many governors issued mandates requiring people to wear masks in public places.

As a verb, *mandate* means "to officially require something." A park might mandate that all dogs be on a leash.

8. **mobility** (moh-BIL-ih-tee) *noun*; The adjective *mobile* (MOH-buhl) means "able to move or be moved easily." If you want your large telescope to be mobile, you could put wheels on it.

Mobility means "the ability to move quickly and easily." Learning to crawl gives babies more mobility. Breaking a leg might decrease mobility.

9. **seasoned** (SEE-zuhnd) *adjective*; Someone who is seasoned at something has a lot of experience doing it and knows how to do it well. A seasoned actor has been in many plays, shows, or movies. For the best travel tips, you should ask a seasoned traveler.

Name: _____ Date: _____

Vocabulary Practice

Directions: Write a form of a word from the word bank in each blank to complete each sentence.

mobility designate implement curb cuts mandate

1. After my mom had surgery on her shoulder, her doctor gave her exercises to do to improve her shoulder's _____.
2. The new _____ requires all students to get at least 600 minutes of physical activity every month.
3. _____ make it easier for shoppers to roll shopping carts into the parking lot.
4. My parents plan to _____ my new curfew at the beginning of summer break.

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

- | | | |
|--|--|--|
| 5. seasoned
A. experienced
B. inexperienced | 7. inadequate
A. enough
B. too little | 9. accessible
A. unreachable
B. reachable |
| 6. designated
A. assigned
B. denied | 8. mandate
A. requirement
B. request | 10. humanitarian
A. helpful
B. harmful |

Name: _____

Close-Reading Questions

“The Fastest Woman in the World”

1. How was Tatyana's life in the U.S. different from her life in Russia? (compare and contrast)
2. Tatyana explains, "The moment I sat in that racing chair, I knew it was for me. It was something that I never felt before: freedom." What does she mean? What does this help readers understand about wheelchairs? (inference)
3. Consider the saying Tatyana often thinks of: "Failure is not falling down, but refusing to get up." What does this saying mean? How does it relate to Tatyana and the way she has lived her life (figurative language, supporting a claim)

Name: _____

Close-Reading Questions

"Climbing Toward a Better World"

1. The authors write that for Jennifer Keelan, "restaurants, stores, and museums were often off-limits." What do they mean by "off-limits"? What does the use of this word help readers understand? (author's craft, key ideas)

2. Analyze the article's title, "Climbing Toward a Better World." How does the title relate to the article? (text feature)

Name: _____

Critical-Thinking Questions

“The Fastest Woman in the World,” “Climbing Toward a Better World,” and “Activist Chat podcast”

1. How did Jennifer have an impact on Tatyana’s life, even though they didn’t know each other? How did Tatyana in turn affect the lives of other children?

2. What are civil rights? How, if at all, did your understanding of civil rights change after reading these articles? Lastly, why is it important to have laws that protect people’s civil rights?

Name: _____

MAKING THE WORLD A MORE INCLUSIVE PLACE

Read “The Fastest Woman in the World” and “Climbing Toward a Better World.” Then complete this activity to synthesize information from the two articles about making the world more inclusive.

This activity will
help you respond to
the writing prompt
that appears at the
end of the articles.

1

When Jennifer Keelan was born in the 1980s, in what ways was the U.S. not inclusive to people living with disabilities?

2 Write about the protest that Jennifer and other activists attended on March 12, 1990, by answering the following questions:

What was the purpose of the protest?

What happened at the protest?

Did the protesters achieve their goal? Explain.

3

How did the world change as a result of the protest that Jennifer and other activists participated in?

4

When Tatyana McFadden was growing up in the 1990s, in what ways was the U.S. not inclusive of people with disabilities?

5

What has Tatyana done to help make the world a more inclusive place?

CHOICE BOARD

"THE FASTEST WOMAN IN THE WORLD" AND "CLIMBING TOWARD A BETTER WORLD"

How did Jennifer Keelan and other activists in the 1990s help make the world a more inclusive place for people living with disabilities? How has Tatyana McFadden continued these efforts? Answer both questions using details from both articles.

Note: This is the contest prompt that appears at the end of the paired texts.

Watch the short film "[Just Imagine Where We Can Go Next.](#)" created for the International Paralympics Committee's 30th anniversary in 2019. In a video response or in your own document, respond to the following questions:

1. According to the video, how have the Paralympics changed over the past 30 years?
2. How has the public's view of the Paralympic movement changed?
3. Which lines or images from the video stuck with you?

With at least one classmate, go to Scope Online to read or listen to another article about a young changemaker:

["Nothing Holds Me Back"](#)
["How to Be a Changemaker"](#)
["My Limb Difference Doesn't Define Me"](#)

Then discuss the following questions, drawing on the articles you read and the podcast "Activist Chat: Meet Jennifer Keelan":

1. What does it mean to be inclusive?
2. How can we make the world a more inclusive place?

Research a Paralympic athlete such as Trischa Zorn (swimmer, U.S.), Henry Wanyoike (runner, Kenya), Markus Rehm (long jumper, Germany), or Esther Vergeer (wheelchair tennis player, Netherlands). Alternatively, research a Paralympic sport such as boccia, badminton, goalball, or equestrian. Share your findings in a format of your choosing.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author makes. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text. Follow the prompts below to explore the central ideas and supporting details in "The Fastest Woman in the World."

1. Reread the section "New Freedom." Check the box next to the statement that BEST expresses the central idea of this section.

- ☐ A. Tatyana tried basketball, track, and swimming before discovering track and field.
- ☐ B. Tatyana has impressive upper body strength.
- ☐ C. Tatyana's life changed in many ways after she was adopted.
- ☐ D. Tatyana had never had ice cream before moving to America.

2. Read the central idea of the section "A New Mission" in the box below. Then read the lines from the article listed under it. Check the box next to the detail that supports the central idea.

Central Idea:

Tatyana and her family have changed the lives of many kids with disabilities.

- ☐ A. "She had a 9-year-old sister, Hannah, who used a prosthetic leg." (p. 20)
- ☐ B. "When she started ninth grade that fall, Tatyana attempted to join her school's track team." (p. 20)
- ☐ C. "... [Tatyana and her family] worked to help pass a new law in Maryland to ensure that all kids with disabilities had the right to participate equally in school sports. It became known as Tatyana's Law. In 2013, it became a national mandate." (p. 21)

Explain your choice.

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

Central Idea:

Tatyana McFadden is _____

Detail 1: "When her caregivers tried to stop her, worried she would hurt herself, Tatyana would cry, 'ya sama!' That means 'I can do it!' in Russian." (p. 19)

Detail 2: "With her last ounce of energy, she pushed herself back into the chair." (p. 21)

Detail 3: "'Much of my life I have fallen down,' she writes in her memoir. 'But rarely, if ever, have I refused to get up and keep going.'" (p. 21)

Name: _____

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. Follow the prompts below to explore the central ideas and supporting details in "The Fastest Woman in the World."

1. Read a central idea of the section "New Freedom" below. Check the boxes next to the THREE details that best support this central idea.

Central Idea:

Tatyana's life changed in many ways after she was adopted.

- ☐ **A.** "To build her strength, Deborah enrolled Tatyana at a sports club for kids living with physical disabilities..." (p. 19)
- ☐ **B.** "Racing with the sports club year after year, Tatyana grew healthier." (p. 20)
- ☐ **C.** "Walking on her hands in the orphanage had given her tremendous upper-body strength, enabling her to propel a wheelchair at high speed." (p. 20)
- ☐ **D.** "Tatyana's new life in America was full of wonders: her first pair of shoes, a new pink wheelchair, warm bubble baths, ice cream." (p. 19)

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

Central Idea:

Tatyana McFadden is _____

- Detail 1:** "When her caregivers tried to stop her, worried she would hurt herself, Tatyana would cry, 'ya sama!' That means 'I can do it!' in Russian." (p. 19)
- Detail 2:** "With her last ounce of energy, she pushed herself back into the chair." (p. 21)
- Detail 3:** "'Much of my life I have fallen down,' she writes in her memoir. 'But rarely, if ever, have I refused to get up and keep going.'" (p. 21)

Name: _____

Paired Texts Quiz

Directions: Read the paired texts “The Fastest Woman in the World” and “Climbing Toward a Better World” from the May issue of *Scope*. Then answer the questions below.

1. **Based on information in “The Fastest Woman in the World,” you can infer that Tatyana McFadden is _____.**
 - A. funny and silly
 - B. bold and artistic
 - C. shy and timid
 - D. resilient and determined
2. **Which line BEST supports the answer you chose in Question 1?**
 - A. “She knew excluding Tatyana from the team wasn’t just wrong—it was illegal.”
 - B. ““It was something that I never felt before: freedom.”
 - C. ““Much of my life I have fallen down,’ she writes in her memoir. ‘But rarely, if ever, have I refused to get up and keep going.’”
 - D. “She just wanted to compete with her friends.”
3. **Author Allison Friedman writes, “But it was track and field that captured [Tatyana’s] heart.” Friedman means that track and field _____.**
 - A. was the sport that Tatyana was best at
 - B. was good exercise
 - C. was the sport that Tatyana loved most
 - D. made Tatyana sad
4. **Friedman writes, “Had her Grand Slam dreams just come crashing down?” This line contains _____.**
 - A. a metaphor that emphasizes how hard Tatyana fell
 - B. a simile that tells you how fast Tatyana was going
 - C. hyperbole that emphasizes how hard Tatyana fell
 - D. a rhetorical question that creates suspense
5. **The section “Demanding Rights” in the article “Climbing Toward a Better World” _____ . Choose TWO.**
 - A. shows how people living with disabilities in America have been treated unfairly
 - B. explains the effects of the Capitol Crawl protest
 - C. helps readers understand why Jennifer Keelan and others participated in the Capitol Crawl protest
 - D. explains what the ADA is
6. **Which claims can be supported by information in BOTH articles? Choose TWO.**
 - A. People living with disabilities have not always been treated kindly or fairly.
 - B. Jennifer Keelan is courageous.
 - C. Peaceful protests can help bring about change.
 - D. The ADA is an important law that changed people’s lives.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

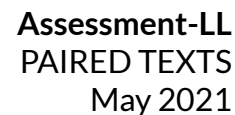
7. What is author Allison Friedman’s tone as she writes about Tatyana in “The Fastest Woman in the World”? Use details from the text to support your answer.
8. How has the U.S. improved over time for people living with disabilities? Draw on details from both articles to support your answer.

Name: _____

Paired Texts Quiz

Directions: Read the paired texts “The Fastest Woman in the World” and “Climbing Toward a Better World” from the May issue of *Scope*. Then answer the questions below.

1. **Based on information in the section “I Can Do It!” in the article “The Fastest Woman in the World,” you can infer that Tatyana McFadden was _____ as a child.**
 - A. silly
 - B. artistic
 - C. timid
 - D. determined
2. **Which line BEST supports the answer you chose in Question 1?**
 - A. “For dinner, children were given a ladle of watery soup—with bits of boiled cabbage, if they were lucky.”
 - B. “So Tatyana was sent to live at an orphanage called Baby House No. 13.”
 - C. “When her caregivers tried to stop her, worried she would hurt herself, Tatyana would cry, ‘ya sama!’ That means ‘I can do it!’ in Russian.”
 - D. “Her mother couldn’t afford to care for her and was told by doctors that putting Tatyana up for adoption would give her the best chance at life.”
3. **Author Allison Friedman writes, “But it was track and field that captured [Tatyana’s] heart.” Friedman means that track and field _____.**
 - A. was the sport that Tatyana was best at
 - B. was good exercise
 - C. was the sport that Tatyana loved most
 - D. made Tatyana sad
4. **Friedman writes, “Had her Grand Slam dreams just come crashing down?” This line contains a rhetorical question that _____.**
 - A. describes how upset Tatyana was
 - B. tells you how fast Tatyana was going
 - C. emphasizes how hard Tatyana fell
 - D. creates suspense
5. **The section “Demanding Rights” in the article “Climbing Toward a Better World” _____. Choose TWO.**
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 - B. Jennifer Keelan is courageous.
 - C. Peaceful protests can help bring about change.
 - D. The ADA is an important law that changed people’s lives.



Constructed-Response Questions

7. Using details from “The Fastest Woman in the World,” write a paragraph that supports the following claim: Author Allison Friedman has an admiring and impressed tone when she writes about Tatyana. (Tone is an author’s attitude toward the subject matter or reader.)

8. How has the U.S. improved over time for people living with disabilities? Draw on details from both articles to support your answer.

Scope It Out!

Podcast Transcript

Allison Friedman: Welcome to the *Scope It Out* podcast. I'm your host, *Scope* writer Allison Friedman and I'm so excited to be here with Jennifer Keelan-Chaffins. Jennifer, welcome to the podcast!

Jennifer Keelan-Chaffins: Thank you, nice to be here.

Allison: Jennifer uses a wheelchair, and she has been fighting for the rights of people with disabilities since she was six years old. Today, she's going to tell us all about what it was like to be a kid changemaker—and how you can become one too.

So, Jennifer, tell us. What inspired you to become an activist?

Jennifer: When my little sister and I were young, we realized that there were places that Kaylee could go, but I could not due to the fact that those places were not wheelchair accessible. We were often told that we had to be on separate school buses, or that Kaylee's daycare would take Kaylee because Kaylee could walk, but I couldn't.

And when I joined the disability rights movement, I joined at age 6, and this was the first time that I had ever seen other adults with disabilities who were just like myself fighting for their rights and the right to be treated like everyone else. That's when Kaylee and I realized that, you know, we didn't have to be separated from each other. I didn't have to be denied access because of my disability. I could fight for my rights just like these adults were, and it empowered both Kaylee and I to join the movement, to create change and make a difference.

Allison: When you were eight, you took part in a famous protest called the Capitol Crawl. You and a group of other activists climbed out of your wheelchairs and pulled

yourselves up the steps of the U.S. Capitol in Washington, D.C. Can you tell our listeners more about that protest?

Jennifer: So, on March 12, 1990, disability rights groups from across the country came together to march from the White House to the Capitol to tell Congress to pass the Americans with Disabilities Act. The ADA is a civil rights law that demands that people with disabilities have full and equal access to all areas of society.

Allison: So the goal was to show lawmakers that much of America was not accessible for people with disabilities. For example, many schools, businesses, and other buildings had steps leading up to their entrances, which made it difficult for people in wheelchairs to get inside. And that's why it was so important to pass the Americans with Disabilities Act (which is called the ADA for short).

What made you want to be a part of this protest?

Jennifer: I realized that as one of the few young children who got to be so closely involved with the disability rights movement, I was not just doing it for myself, but I was doing it for my generation and future generations of kids with disabilities. I knew I had a responsibility to make sure that all of our voices were heard.

Allison: Can you walk us through the day of the protest?

Jennifer: Well, I can tell you that on that particular day, it was very hot. It was about 80 degrees during the month of March. And some of the adult organizers were concerned that it would be too physically taxing for me because I was a child. But I was determined to make sure that kids' voices were represented too.

Once I started the climb, all of the media reporters were watching me climb the steps. And one of the things that I'm famous for saying during this climb is, "I'll take all night if I have to." Simply because I meant it. I was that determined.

Allison: A few months later, in July 1990, lawmakers finally passed the ADA. Do you remember how you felt when you heard that news?

Jennifer: I felt really good and I felt really empowered about it, but I also knew that this was just the beginning, that we still had a lot of work to do.

Allison: I'd love to hear more about that. What kinds of changes happened as a result of the ADA, and what work still remains to be done?

Jennifer: The most obvious things that have changed as a result of the ADA being passed is the fact that we have greater physical access for people with disabilities: We have ramps, we have Braille panels in elevators. But it's a lot harder to change people's minds.

Allison: So what are some of the tools you use to try to change people's minds in situations where you're being treated unfairly?

Jennifer: To educate people about the ADA is the first step because it makes discrimination against people with disabilities illegal. And the other step is to remind people that people with disabilities are people just like you, who want to be treated with dignity and respect and deserve to be treated with dignity and respect.

Allison: How have you continued to fight for change since the ADA was passed?

Jennifer: As a person with a disability, I'm always advocating for my rights and the rights of others. It never stops. It never goes away. And so you know when you speak up and speak out for yourself and your rights, you're also creating that path for the next person and the next generation.

Allison: That's so true. And that brings me to my next question: What advice would you give to a kid who wants to make change like you have, but isn't sure where to start?

Jennifer: If you see something that needs to change and isn't fair, then I would start by writing letters to your city leaders, to your state leaders, to your congressmen and women, and even to the vice president and president of the United States.

The ADA didn't just start with protesting. We wrote letters to our city and state leaders and congressmen to tell them why it was important to have a civil rights law for people with disabilities. And so that would be the first step, is to speak up and speak out, and use your voice and make sure that you're not just doing it for yourself, but you're doing it for others as well.

Allison: Jennifer, thank you so much for talking with me today. I know our readers will be inspired to hear about what a big difference you were able to make at such a young age.

Jennifer: Thank you for inviting me.

Allison: And to our listeners: If you want to learn more, check out the book "All the Way to the Top" by Annette Bay Pimentel, which tells Jennifer's fascinating and inspiring story.

Thank you all for joining us on this episode of the *Scope It Out* podcast. Until next time!

Sound editing by Dryspell Productions.

Narration by Allison Friedman and Jennifer Keelan-Chaffins.

All music by Pond5.

Paired Texts Contest

How did Jennifer Keelan and other activists in the 1990s help make the world a more inclusive place for people living with disabilities? How has Tatyana McFadden continued these efforts? Answer both questions using details from both articles. Send your essay to Paired Texts Contest. Three winners will each get *Out of My Mind* by Sharon M. Draper.

Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of information from both texts
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student name: _____

Student mailing address _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopescopemag@scholastic.com

ENTRIES MUST BE RECEIVED BY June 21, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____ Date: _____

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

Vocabulary

"Should You Learn Cursive?"

1. **equivalent** (ih-KWIV-uh-luhnt) *adjective or noun*; Two things are equivalent if they are similar or equal in number, value, or meaning. Four cups is equivalent to one quart. The Danish word *morgenfrisk* does not have an English equivalent. (*Morgenfrisk* is the feeling of waking up refreshed after a good night's sleep.)

As a noun, *equivalent* means "a person or thing that is equal or corresponds with another," as in "The prime minister is the British equivalent of the president in the United States."

2. **longhand** (LAWNG-hand) *noun*; Longhand refers to handwriting—in other words, writing that is done by hand using a pen or pencil, rather than being typed on a keyboard. Whether you are printing or writing in cursive, that's writing in longhand.

3. **quill** (kwill) *noun*; *Quill* can refer to a large feather from the wing or tail of a bird, or to one of the hollow, sharp spines of a porcupine, hedgehog, or other spiky creature.

Quill can also refer to a pen made from a feather. (Making pens from feathers used to be quite common.)

4. **relic** (REL-ik) *noun*; As it is used in the article, *relic* refers to an object, a custom, or a belief surviving from an earlier time. An archaeologist might uncover relics of an ancient city, like pieces of pottery or musical instruments.

When someone describes something as "a relic of the past," they often mean that it is outdated—that it is out of style and no longer considered modern.

Name: _____ Date: _____

Vocabulary Practice

"Should You Learn Cursive?"

Directions: Choose the best answer to each question.

1. Which will you need if you plan to write your grandmother a letter in longhand?
A. a pen or a pencil
B. a printer
 2. Where would you be most likely to find a collection of relics?
A. a grocery store
B. a museum
 3. Mount Everest is 29,028 feet high. You can guess that this is nearly equivalent to the height of _____.
A. your school's flagpole
B. 20 Empire State Buildings
-

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

- | | |
|---|---|
| 4. relic
A. valuable item
B. something from the past | 6. quill
A. wing
B. feather |
| 5. equivalent
A. about the same
B. opposite | 7. longhand
A. handwriting
B. typing |

Name: _____

Write An Argument Essay

Directions: Read "Should You Learn Cursive?" Complete the essay kit at the end of the digital article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should cursive be taught in school?

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!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the article support your opinion? What other information supports your opinion?
List three supporting details below.

Here's an example: If you think cursive should be taught in school, one of your supporting details might be that thousands of historical documents were written in cursive.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that cursive **SHOULD** be taught in schools, summarize the strongest arguments for letting cursive go that the author presents in the article. If you think that cursive **SHOULD NOT** be taught in schools, summarize the strongest arguments in favor of letting cursive disappear.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell 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.

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): Have you ever needed to read or write something in cursive? Describe the experience.
- 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: "Is being able to write in cursive really _____?"
- 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 below.

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Below is the beginning of a summary of the debate over whether cursive should be taught in school. Finish it in the space provided.

Cursive has started disappearing from some classrooms. Some think this is a good thing and that it is time to let cursive go. Others believe

STEP 7: START WRITING

On the next page, you'll find an outline to help you write your essay.

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether cursive should be taught in school. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

Now write your supporting points from Step 2.
For each one, write 1-3 sentences that
provide additional details.

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.

Tip! Order your
supporting points from
weakest to strongest.
Readers will best
remember details that
are presented last.

3

ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument.

Use what you wrote in Step 3.
Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

Write 2-3 sentences to remind your readers
of your main points.

Finish with a strong final sentence.

Need an idea?
Refer to your hook,
find a quote, or give a
call to action.

5

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

Name: _____

“Should You Learn Cursive?” Quiz

Directions: Read the debate in the May issue of *Scope*. Then answer the questions below.

1. **Author Lauren Tarshis supports the idea that cursive can connect us to our past in all of the following ways EXCEPT which?**
 - A. by providing examples of historical documents that were written in cursive
 - B. by informing the reader that most kids today learn to write only their names in cursive
 - C. by explaining that cursive has been used for centuries
 - D. by naming examples of personal documents, like old love letters, that were written in cursive
2. **Tarshis writes, “We write texts instead of letters. We use Chromebooks instead of notebooks. We post ‘happy birthday’ on Instagram instead of mailing cards.” These lines**
 - A. provide a counterargument to the idea that writing by hand is a form of personal expression.
 - B. explain why people do not like writing in cursive.
 - C. support the idea that schools should teach cursive.
 - D. provide a reason cursive is used less today than it was used in the past: technology.
3. **Which is a counterargument to the idea that cursive should still be taught in schools?**
 - A. Cursive has been used for centuries.
 - B. There are other, more important skills than cursive that could be taught in schools.
 - C. Many important historical documents are written in cursive.
 - D. Everyone’s handwriting is unique.
4. **Which of the following is a central idea of the article?**
 - A. Cursive is not a part of people’s lives the way it used to be.
 - B. Twenty-one states require students to learn cursive.
 - C. Writing in cursive is faster than writing in print.
 - D. Cursive is difficult to learn.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. Does cursive have value in our society today? Support your claim with details from the text.

Name: _____

“Should You Learn Cursive?” Quiz

Directions: Read the debate in the May issue of *Scope*. Then answer the questions below.

- 1. Author Lauren Tarshis writes, “Thousands of other historical documents—diaries, letters, official records—were written in cursive too.” This line**

 - A. explains why people no longer want to write in cursive.
 - B. supports the idea that cursive can connect us to our past.
 - C. helps readers understand why cursive used to be so popular.
 - D. explains why cursive is no longer taught in schools.
- 2. Which line helps readers understand why cursive is used less today than it was in the past?**

 - A. “Cursive, which is any handwriting with letters joined together, often with loops, has been used for centuries.”
 - B. “Recently, cursive has made a bit of a comeback; 21 states currently require schools to teach it.”
 - C. “It is faster than writing in print because you don’t lift your pen off the page as often.”
 - D. “We write texts instead of letters.”
- 3. Which line provides an argument against the idea that cursive should still be taught in schools?**

 - A. “Cursive graffiti can be found on the crumbling walls of ancient Pompeii.”
 - B. “Wouldn’t it make sense to devote what little time is left to a skill that could come in handy here in the 21st century—like coding or robotics?”
 - C. “Thousands of other historical documents—diaries, letters, official records—were written in cursive too.”
 - D. “Handwriting is also a form of personal expression.”
- 4. Which of the following is a central idea of the article?**

 - A. Cursive is not a part of people’s lives the way it used to be.
 - B. Twenty-one states require students to learn cursive.
 - C. Writing in cursive is faster than writing in print.
 - D. Cursive is difficult to learn.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. Is cursive useful in our society today? Support your claim with details from the text.

Name: _____ Date: _____

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

Vocabulary

"Life in the Quiet Zone"

1. **radio waves** (REY-dee-oh weyvz) *noun*; Radio waves are a type of invisible energy that is all around us. This type of energy travels in waves similar to those in the ocean, in series of repeating peaks and valleys. Naturally occurring radio waves come from lightning and objects in outer space such as planets, stars, galaxies, and gas clouds, as well as black holes.

Humans create artificial radio waves to carry signals in technologies such as broadcast radio and TV, GPS satellites, and remote-controlled toys. Radio waves can also be used to "see" distant objects by studying how the waves bounce off those objects and how long it takes the waves to return.

2. **molten** (MOHL-tn) *adjective*; A substance that is molten has been melted into a liquid by high heat. You've likely seen photos or videos of lava, the molten rock that explodes out of volcanoes. Molten metal is poured into molds and then cooled back to a solid state to make all sorts of objects, from jewelry and pots and pans to train wheels.

.....

Directions: Choose the best answer to each question.

- Which profession might involve the study of radio waves?**
A. nutritionist: an expert in food and nutrition who helps people achieve their health goals
B. astronomer: a scientist who studies the universe
- Which sentence uses *molten* correctly?**
A. Glassblowing is an art form that involves shaping blobs of molten glass and then slowly cooling them.
B. Eva poured molten water into her mug to make tea.
- Which word is most similar in meaning to *molten*?**
A. dull
B. melted

Name: _____

Constructing a Response

Directions: Read "Life in the Quiet Zone" and complete the activity at the end of the article. Then follow the steps in this activity to write a response to the question below.

Question:

Why is the Quiet Zone necessary?

Step 1: Write your claim.

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

The Quiet Zone is necessary 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 or two 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: organizing your ideas. All that's left to do 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 or in your own document.

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: _____

“Life in the Quiet Zone” Quiz

Directions: Read “Life in the Quiet Zone” from the May issue of *Scope*. Then answer the questions below.

1. Author Tod Olson writes, “. . . Green Bank is home to an enormous telescope that is busy scanning the skies for signs from space—and it’s vital that nothing interferes with its work.” Based on context clues, to *interfere* means to _____.
 A. provide assistance
 B. question something’s accuracy
 C. get in the way of something
 D. interpret information
2. What are the main purposes of the section “Listening to the Universe”? Choose TWO.
 A. to help readers picture the Green Bank Telescope (GBT)
 B. to help readers understand why the Quiet Zone exists
 C. to inform readers about the GBT’s scientific discoveries
 D. to explain why people like living in Green Bank
3. In the last paragraph of the section “The Quiet Zone,” Olson uses a _____ text structure to show _____.
 A. list; that the GBT is a useful and important scientific tool
 B. compare and contrast; that the GBT has made more discoveries than other radio telescopes
 C. cause and effect; how the presence of the GBT has affected people in Green Bank
 D. problem and solution; how the GBT has helped solve scientific problems
4. Which claims can be supported by information in the article? Choose TWO.
 A. Signals from space are easy to receive and analyze.
 B. The GBT has made valuable contributions to the field of space exploration.
 C. The GBT is difficult to operate.
 D. Life in Green Bank is different from life in other towns in the U.S.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. How is life in Green Bank similar to life elsewhere in the United States? How is it different, and why? Support your answer with text evidence.

Name: _____

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- 1. Author Tod Olson writes, “. . . Green Bank is home to an enormous telescope that is busy scanning the skies for signs from space—and it’s vital that nothing interferes with its work.” Based on context clues, to *interfere* means to _____.**

 - A. provide assistance
 - B. question whether something is correct
 - C. get in the way of something
 - D. interpret information
- 2. The section “Listening to the Universe” _____ . Choose TWO.**

 - A. describes the Green Bank Telescope (GBT)
 - B. explains why there is no Wi-Fi or cell service in Green Bank
 - C. informs readers about the GBT’s discoveries
 - D. explains why people live in Green Bank
- 3. In the last paragraph of the section “The Quiet Zone,” Olson uses a list text structure to _____.**

 - A. show that the GBT is useful and has made important discoveries
 - B. show that the GBT has made more discoveries than other radio telescopes
 - C. explain how the presence of the GBT has affected people in Green Bank
 - D. show what it takes to operate a telescope like the GBT
- 4. Which claims can be supported by information in the article? Choose TWO.**

 - A. Signals from space are easy to receive and analyze.
 - B. The GBT has helped us learn about space.
 - C. The GBT is difficult to operate.
 - D. Life in Green Bank is different from life in other towns in the U.S.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

5. How is life in Green Bank similar to life elsewhere in the United States? How is it different, and why? Support your answer with text evidence.

Name:

REFLECTING ON YOUR YEAR

Read *How You Made It Through the Pandemic Year*. Then respond to the prompts on the following slides to help you reflect on your year.

This activity will help you respond to the reflection prompt that appears at the end of the special feature.

1. Think back over this school year. What is something you did or something that happened that you think you will remember for the rest of your life?

2. If you could change something you did or something that happened this school year, what would it be? Why?

3. Make a list of things that were hard for you at the beginning of the year but feel easier now. What helped you improve?

4. What do you still want to work on? What steps will you take to grow in this area?

5. Make a list of new hobbies, skills, or habits you developed this year.

6. Make a list of things you missed the most this year.

7. What person has made the biggest impact on your life this year? How?

8. Are there parts of this year that you'd like to continue once life starts to return to normal?

9. Knowing what you know now, what advice would you go back and give yourself at the beginning of the year?

10. What advice would you like to give to someone who will be in this class next year?

11. After thinking about this school year, what are you most proud of? What was most challenging? Write about it in the box below, or create a drawing, poem, song, video, or any other format that feels right to you.

CHOICE BOARD

"HOW YOU MADE IT THROUGH THE PANDEMIC YEAR"

Think about this past school year. What are you most proud of? What was most challenging? Your reflection can be in any format you choose, such as an essay, poem, drawing, song, or video.

Note: This is the reflection prompt that appears at the end of the article.

Create a chart with information about yourself and your experiences over the past year. You can model it on the section "Virtual Learning: What You Liked Most/What You Like Least" and list three things you liked best and three things you liked least about virtual learning. Or change it up and create new categories, such as:

- *Best and Worst TV Shows I Watched*
- *Favorite and Least Favorite Book I Read*
- *Best and Worst Podcasts I Listened To*
- *Most and Least Inspiring Moments*
- *Things I Realized I Can't Live Without and Things I Realized I Can Live Without*
- *Best and Worst New Habits*

Create your own "Zoom Diaries" feature: List the most memorable moments from your virtual or hybrid school year. Then interview and compile memories from classmates, neighbors, siblings, or friends who go to other schools.

Create a video response to the section "During the School Year, You . . ." You can talk about anything you'd like; here are some ideas to get you started:

- how reading the article made you feel
- how you unleashed *your* creativity, how you stepped up *your* cooking game, what new skills *you* learned, etc.
- something you read about in the section that you feel inspired to try
- what you'd like to add to the feature

With a parent or guardian, you can submit your work to [Scholastic's My History Project](#).

Name: _____

YOU WRITE IT

Read the interview "Mason's Super Idea."
Then complete this activity to turn the
interview into an article.

1. The headline “Mason’s Super Idea” gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

2. Rewrite each question and answer pair in the boxes below. Write from the third-person point of view (using *he*, *she*, or *they*—never *I* or *we*). Paraphrase—that is, rewrite in your own words—what Mason says. We did the first pair for you.

Q-and-A No. 1:

Mason, 15, decided to open up his own business after a trip to New York City when he was 10 gave him an idea: He could sell hot dogs.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A No. 4:

Q-and-A Nos. 5 and 6:

Q-and-A No. 7:

Q-and-A No. 8:

3. Choose two things that Mason said in the interview to use as direct quotes in your article.

A direct quote is another person's exact words. When you include direct quotes in your article, put them in quotation marks. Make it clear who is saying them. Here are two examples of how to do that:

- 1.** "When Covid-19 hit, I had to pivot because not a lot of people were going out," explains Mason. "So I opened a walk-up restaurant."
- 2.** Mason says, "Why wait until you're older? Just do it now."

Direct Quote 1:

Direct Quote 2:

4. Now it's time to put it all together. Write your three-paragraph article in your own document, following the guidelines below.

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, present the central idea of the article.

Body Paragraph:

- Explain to your readers who Mason is and what his business is, using information from the question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

Conclusion:

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

WRITING TIPS

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for mistakes in spelling, punctuation, and grammar.

You Write It Contest

Read our interview with Mason Wright. Choose a central idea and write a three-paragraph article about Mason in your own words. Be sure to use quotes from our interview. Send your article to You Write It Contest. Three winners will each get a \$25 gift card and be published at Scope Online.

Entries will be judged on:

- ✓ a clear central idea and supporting evidence
- ✓ organization
- ✓ use of quotations
- ✓ grammar, spelling, and punctuation

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

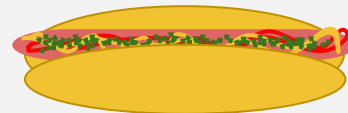
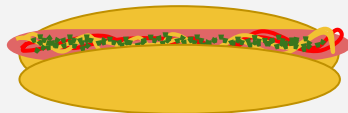
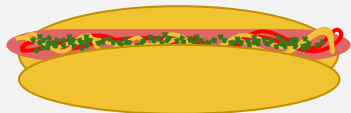
ENTRIES MUST BE RECEIVED BY June 21, 2021.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

PLAN YOUR RESPONSE

Read the infographic "Hot Dog World." Then complete this activity to help you plan your infographic about one of your favorite foods.



1. Choose a favorite food.

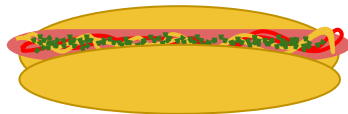
Describe the food you've chosen.

2. Decide what to include.

Jot down information about the food that you might want to include in your infographic. (Hint: Consider the type of information included in the "Hot Dog World" infographic.)

3. Design your infographic.

Design your infographic on a piece of paper. (It will likely be helpful to sketch it out before you make the final draft.) You can also use an online tool—such as Canva, Infogram, Easel.ly, or Google Drawings—to help you create your infographic. Consider what images, graphics, and colors you want to include. You can use *Scope*'s “Hot Dog World” as a model, but feel free to get creative!



My Food Contest

Choose a favorite food. Maybe it's something you love to eat or cook, or maybe it's a special dish in your family. Create an infographic that tells the story of that food.

Send it to My Food Contest. Three winners will each get a \$25 gift card.

Entries will be judged on:

- ✓ creativity
- ✓ organization
- ✓ grammar, spelling, and punctuation

Student name: _____

Student mailing address: _____

Home phone number: _____ Grade: _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopemag@scholastic.com

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Please submit .docs or PDFs. Google docs cannot be accepted.*