

THE MOST COLORFUL HOLIDAY ON EARTH

ON MARCH 8, THE COLOR EXPLOSION BEGINS!

Directions: Circle the correct word in each bolded pair.

Festival of Colors

On March 8, more than 1 billion people in India and other countries around the world will celebrate Holi (HOH-lee), also known as the Festival of Colors. **It's/Its** a holiday like no other. In packed streets, people throw powdered dye called *gulal* at each other as the sound of laughter fills the air. They also spray colored water from water guns and toss balloons filled with dyed water. Before long, everyone is covered from head to toe in vivid blues, purples, yellows, and reds.

The Celebrations

Holi celebrations usually start in the evening with people lighting bonfires to represent the burning of evil spirits. The following day, **it's/its** time to start tossing colors. Other Holi traditions include dancing, playing music, and eating special foods.

Day of Goodwill

With **it's/its** many traditions, Holi is undoubtedly fun. But **it's/its** also a meaningful religious holiday in the Hindu religion. Holi bids a joyous farewell to the gray days of winter and welcomes the coming of spring. **It's/Its** purpose is also to celebrate the triumph of good over evil. During this time of goodwill, people who've had disagreements often offer each other forgiveness.

Name: _____

ITS OR IT'S?

The words *its* and *it's* are easy to mix up. Here's what you need to know to use these words correctly.

ITS

Its is a possessive that indicates ownership.

The cat looked sadly at *its* empty bowl.

That app sure takes *its* time loading.

The airplane is on *its* way to Paris.

IT'S

It's is a contraction of the phrases "it is" or "it has."

It's a beautiful painting.

It's been a long time since I played *Monopoly*.

Inez says *it's* very hot out today.

Directions: Write the correct word—*its* or *it's*—in each blank.

1. _____ never snowed on my birthday before.
2. "That dog is so adorable!" exclaimed Tyree. "Look, _____ wearing a sweater."
3. I love the new soccer field. _____ so green and _____ right next to the park.
4. _____ hard to believe that my new plant has already outgrown _____ pot.
5. The parrot cleaned _____ feathers using _____ beak.
6. _____ hard to get my chores done when _____ such a nice day outside.

Directions: Write your own sentence using *its* or *it's*—or both!

7. _____

Name: _____

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

Vocabulary

"The Day the Earth Split Apart"

- 1. alliance** (uh-LAHY-uhns) *noun*; An alliance is a group of nations, organizations, political parties, or people who cooperate around shared interests and goals. In many cases, an alliance between countries means the countries promise to provide assistance and protection to each other in times of need.
- 2. disquiet** (dis-KWAHY-uh) *noun or verb*; The prefix *dis-* means "not" or "none." Disquiet is a lack of quiet, calm, or ease. In other words, it's a feeling of anxiety or worry.

As a verb, *disquiet* means "to make uneasy." Hearing bad news or watching a scary movie might disquiet you.
- 3. geologist** (jee-AH-luh-jist) *noun*; Geologists are experts in geology: the scientific study of how Earth formed, what it's made of, and the processes that have acted and still act upon on it.
- 4. magnitude** (MAG-nih-tood) *noun*; Magnitude is the size, extent, or importance of something. If a moment in your life is of great magnitude, it is a very important moment. An earthquake's magnitude is its size—technically, the amount of energy the earthquake releases.
- 5. omen** (OH-muhn) *noun*; An omen is an event that is seen as a sign or warning of some future event. Some consider dark clouds or black cats a bad omen. Fans of a baseball team might see winning the first game of the season as a good omen.
- 6. orator** (OR-uh-ter) *noun*; An orator is someone who delivers oration: an important speech given at a ceremony or on a special occasion.

Orators are known for their special skill and power as public speakers. Abraham Lincoln, Martin Luther King Jr., and Sojourner Truth are examples of great American orators. Their speeches were expressive, persuasive, and influential.

Name: _____

Vocabulary Practice

"The Day the Earth Split Apart"

Directions: Below are titles and descriptions of imaginary books. Match each description with its title.

Book Titles

The Good Omen

From the Orators

Matters of Magnitude

Disquiet

An Unlikely Alliance

Think Like a Geologist

1. In this sci-fi horror story, a woman gets lost in a cave. No one knows she's there—so why can't she shake the feeling she's being followed?

Title: _____

2. The introduction to the basics of collecting and identifying rocks

Title: _____

3. A collection of inspirational speeches from poets, politicians, astronauts, activists, athletes, and other powerful voices of our nation

Title: _____

4. The true story of two men who were once enemies but decide to work together on the most remarkable escape in history

Title: _____

Book Titles

The Good Omen

Disquiet

From the Orators

An Unlikely Alliance

Matters of Magnitude

Think Like a Geologist

5. Kara is staring out her window one night when she sees a shooting star blaze across the darkness. She figures it's a good sign—but she has no idea of the incredible opportunity that's about to come her way!

Title: _____

6. A story about big changes, big decisions—and a big earthquake

Title: _____

Close-Reading Questions

“The Day the Earth Split Apart”

1. What is the mood of the article's opening? How does the author create it? (mood)
2. What "extraordinary events," as the author refers to them, were unfolding at the time of the earthquakes? (key ideas and details)
3. What was the impact of the Louisiana Purchase? (cause and effect)

4. Why did Tecumseh want to create an alliance of Native nations? How did he foster support for such an alliance? (key ideas and details)

5. How does the author characterize Tecumseh? (key ideas and details)

6. Why was the Mississippi River important in the early 1800s? How did the quakes affect the river? (cause and effect)

Name: _____

Critical-Thinking Questions

"The Day the Earth Split Apart"

1. Back in 1811, people didn't have the same tools and scientific understanding of earthquakes that we have today. What do you think it was like to live through a big quake?

2. Analyze the final line of the article. What do you think the author means? How does the author utilize voices from the past in her article?

Name: _____

Video Discussion Questions

Behind the Scenes: "The Day the Earth Split Apart"

1. Lewis says she studied primary documents as part of her research. In your own words, explain what a primary document is. How did primary documents help Lewis write her article?
2. Lewis says, "Anytime I write a story from history, I need to understand the historical context in which it happened." Why is it helpful to understand historical context when writing about an event from the past?
3. What is the job of a graphic designer like Albert Amigo? What does a designer add to the reader's experience of a story?

Name: _____

The New Madrid Earthquakes

Directions: Read "The Day the Earth Split Apart." Then use this planner to help you respond to the prompt that appears at the end of the article.

1. Who will you interview?

I will interview _____.

Based on the information in the article, here's what I know about this person:

2. What questions will you ask? Make a list below. We got you started.

- *What is your name?*
- *Could you tell us a little bit about yourself? Where do you live?*
- *What was the year 1811 like for you?*
- *Where were you on December 16, 1811?*

3. Now add responses from the person you chose, using details from the article.

TIPS

Use a bold font and a colon to separate the name of the person speaking from the dialogue.

For example:

Interviewer: What thoughts were going through your mind at that moment?

Walker: I thought surely the world was coming to an end.

Keep it conversational.

Ask further questions based on the responses to your questions. React to what the person says.

Stay focused.

Include as many descriptive details as you can about what it was like to live through the earthquake.

YOUR INTERVIEW

[illegible]

CHOICE BOARD

"THE DAY THE EARTH SPLIT APART"

Choose one person from the article.
Then write an imagined interview
with that person, discussing what it
was like to live through the quakes.

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

Write a poem inspired by the article.
Choose one of the titles below, or
come up with your own.

"Was the World Ending?"

"Shifting and Changing"

"Tecumseh's Stamp"

A museum in Missouri is hosting an
exhibit about the New Madrid
Earthquakes. Choose five items
that should be included, and explain
why each one is important.

Imagine this story is being turned
into a movie. Write the narration for
the movie trailer. Be sure to use vivid
language and sensory details.

Name: _____

SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a text is about. It does not include unnecessary details or the opinions of the person writing it.

Directions: Answer the questions below to help you write a summary of “The Day the Earth Split Apart.”

1. What significant event does this article describe?
2. Where and when did this event take place?
3. Who or what caused this event?
4. What happened as a result of this event?
5. Are there any other important details you haven't mentioned? Write them here.

Directions: Write an objective summary of “The Day the Earth Split Apart.” Use the information in your answers to questions 1-5. Include most of the information from your answers in your summary, but leave out any details you find unnecessary.

Summary of “The Day the Earth Split Apart”

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

Name: _____

SUMMARIZING

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

Directions: Fill in the blanks below to complete an objective summary of "The Day the Earth Split Apart."

Kristin Lewis's narrative nonfiction article "The Day the Earth Split Apart" is about

_____.

Begin with a topic sentence that tells what the article is mainly about.

This disaster began on December 16, 1811, when _____

_____.

What happened?

Some 2,000 tremors continued to shake the Earth over the next four months.

According to legend, it was _____

_____.

Who was thought to have caused the quakes?

Today, we know that earthquakes _____

_____.

Why do earthquakes happen?

The New Madrid Earthquakes not only destroyed houses and villages, they

changed the landscape in dramatic ways: _____

_____.

Give examples of how the quakes affected the landscape.

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read “The Day the Earth Split Apart.” Then complete this activity to practice finding and using text evidence.

Let's get started!



1. Circle two pieces of text evidence that support the claim below.

Claim

In the early 19th century, the United States was very different from how it is today.

Claim

A. “The earthquake of 1811 had a magnitude of at least 7.4, making it one of the biggest in U.S. history.”

B. “The country was still young, with only 17 states, but its size had recently doubled—thanks to the purchase of a huge area of land from France.”

C. “An earthquake happens when large blocks of Earth’s crust move suddenly and rapidly, causing the ground to shake.”

D. “In a time before railroads and highways, it was the Mississippi that connected people north to south in America.”

2. Read the lines below from the articles. Circle the claim they both support.

Text Evidence 1:

“Today, Tecumseh is remembered as a hero, a courageous warrior, and a gifted orator.”

Text Evidence 2:

“Tecumseh proved to be a brilliant military leader, but he was killed in battle in 1813.”

Claim

A. Tecumseh’s prophecy contributed to the War of 1812.

B. Today, Tecumseh is admired and respected.

C. Tecumseh knew the earthquake was coming.

3. A. Read the claim below. Then find a piece of text evidence that supports the claim.

Claim

The New Madrid Earthquakes completely changed the landscape.

Claim

Text Evidence:

B. What does the text evidence you chose reveal? How does it support the claim?

4. Now it's your turn! Write a short paragraph that answers this question:
How did the expansion of the United States affect Native nations?

Tips

- State your claim.
- Support your claim with a piece of text evidence. (*As Kristin Lewis explains, ____.*)
- Explain how the evidence supports your claim. (*This shows that ____.*)

Your Paragraph

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read “The Day the Earth Split Apart.” Then complete this activity to practice finding and using text evidence.

Let's get started!



1. Circle two pieces of text evidence that support the claim below.

Claim

In the early 19th century, the United States was very different from how it is today.

Claim

A. “The earthquake of 1811 had a magnitude of at least 7.4, making it one of the biggest in U.S. history.”

B. “The country was still young, with only 17 states, but its size had recently doubled—thanks to the purchase of a huge area of land from France.”

C. “An earthquake happens when large blocks of Earth’s crust move suddenly and rapidly, causing the ground to shake.”

D. “In a time before railroads and highways, it was the Mississippi that connected people north to south in America.”

2. Read the lines below from the articles. Circle the claim they both support.

Text Evidence 1:

“Today, Tecumseh is remembered as a hero, a courageous warrior, and a gifted orator.”

Text Evidence 2:

“Tecumseh proved to be a brilliant military leader, but he was killed in battle in 1813.”

Claim

A. Tecumseh’s prophecy contributed to the War of 1812.

B. Today, Tecumseh is admired and respected.

C. Tecumseh knew the earthquake was coming.

3. A. Read the claim below. Then find a piece of text evidence that supports the claim.

Claim

The New Madrid Earthquakes completely changed the landscape.

Claim

Text Evidence:

B. What does the text evidence you chose reveal? How does it support the claim?

4. Now it's your turn! Write a short paragraph that answers this question:
How did the expansion of the United States affect Native nations?

Tips

- State your claim.
- Support your claim with a piece of text evidence. (*As Kristin Lewis explains, ____.*)
- Explain how the evidence supports your claim. (*This shows that ____.*)

Your Paragraph

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 Day the Earth Split Apart."

1. Consider the title and the illustration on pages 4-5. What mood do they create?

2. A photo caption explains that "Mississippi" is the Ojibwe word for "great river" or "gathering of waters." Based on the photo and the map of the New Madrid seismic zone, why might they have chosen this name?

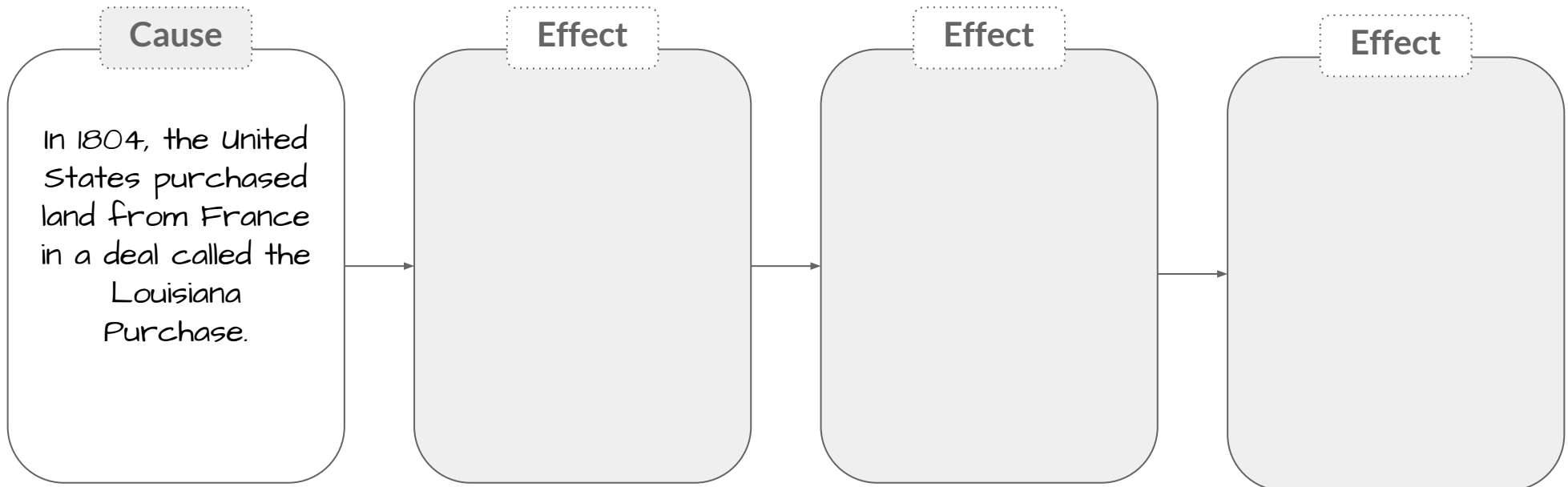
3. Based on the information in the "History Snapshot" sidebar, how does the United States of the 19th century compare with the United States today? What was going on in the nation at the time?

Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS, DESCRIPTION

Directions: Read "The Day the Earth Split Apart." Then complete this activity to organize information in the article using text structures.

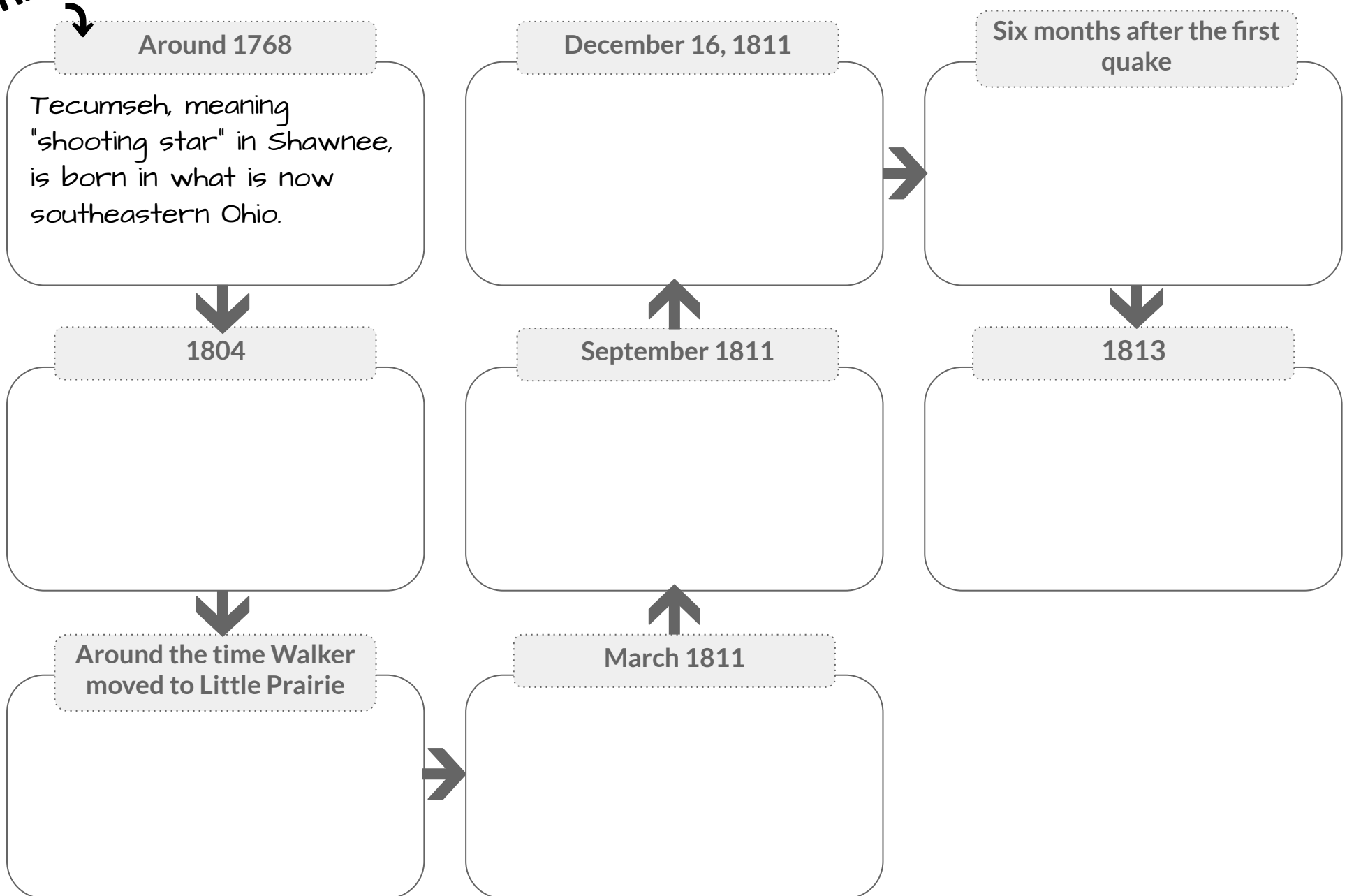
Cause and Effect



**START
HERE!**

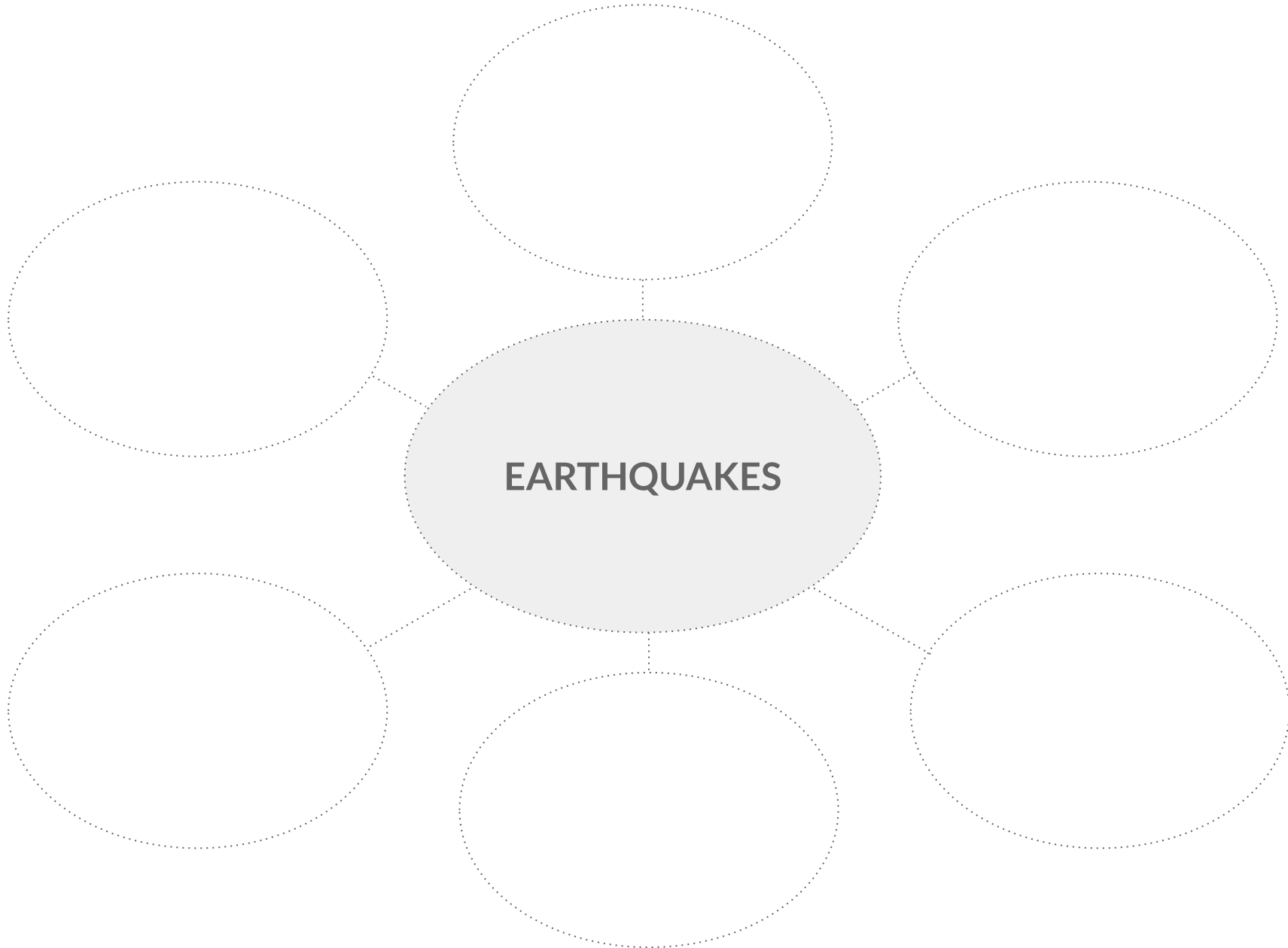
**Sequence of
Events**

Follow the arrows to complete a timeline of important events in Tecumseh's life. (We filled in labels with important dates to guide you.)



Description

**What did you learn about the topic of earthquakes?
Fill in the chart below.**



Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS, DESCRIPTION

Directions: Read "The Day the Earth Split Apart." Then complete this activity to organize information in the article using text structures.

Cause and Effect

Cause

In 1804, the United States purchased land from France in a deal called the Louisiana Purchase.

Effect

Hint: How did this transaction affect the U.S. and its settlers?

Effect

Hint: What impact did this expansion have on Native peoples?

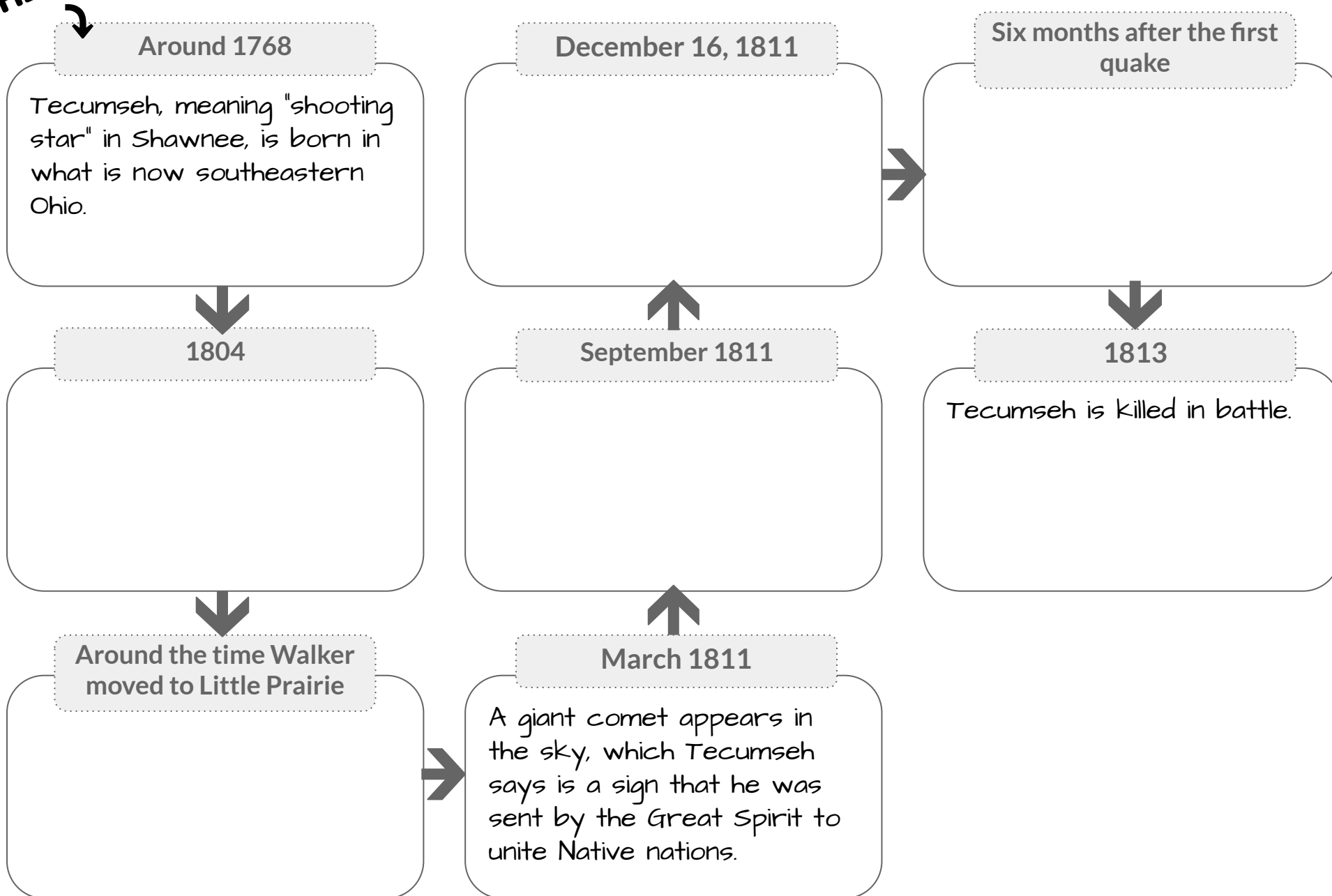
Effect

Hint: What did Tecumseh do in response?

**START
HERE!**

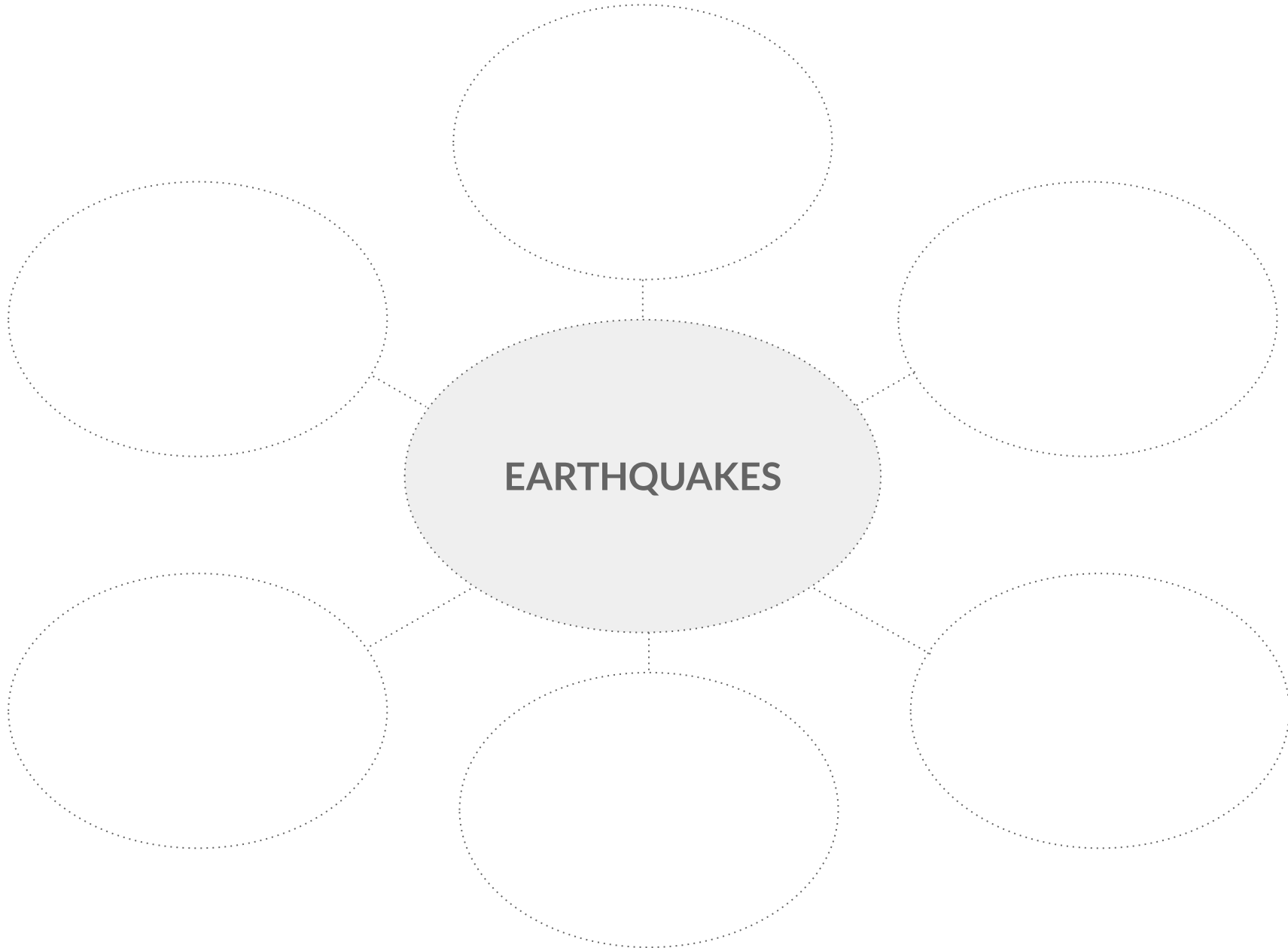
**Sequence of
Events**

Follow the arrows to complete a timeline of important events in Tecumseh's life. (We filled in labels with important dates to guide you.)



Description

**What did you learn about the topic of earthquakes?
Fill in the chart below.**



Name: _____

“The Day the Earth Split Apart” Quiz

Directions: Read “The Day the Earth Split Apart” from the March issue of *Scope*. Then answer the questions below.

1. Consider this line: “Today, when most Americans think of earthquakes, it is likely California that comes to mind.” Which inference can be supported by this line?
 - A. Scientists know more about earthquakes today than they did in the early 1800s.
 - B. California was not a state at the time of the New Madrid Earthquakes.
 - C. Earthquakes are common in California.
 - D. There is no connection between solar eclipses and earthquakes.
2. The main purpose of the section “The Mississippi” is to _____, while the main purpose of the section “Broken Promises” is to _____.
 - A. describe what life was like for White settlers moving west; present how westward expansion negatively affected Native peoples
 - B. compare boats from the 19th century with boats today; describe methods Native peoples use to hunt, trap, and farm
 - C. detail relations between the U.S. and France; present positive relationships between Native peoples and the U.S. government
 - D. list the events leading up to the Louisiana Purchase; describe Tecumseh’s military skill
3. When it came to Tecumseh’s alliance, Native nations were _____.
 - A. united in their desire to join
 - B. divided on the issue of joining
 - C. uninterested in joining
 - D. willing to join only if the alliance elected a new leader
4. How does the text feature “History Snapshot” contribute to the article?
 - A. It explains how Great Britain lost the colonies during the American Revolution.
 - B. It presents a timeline of events leading up to the New Madrid Earthquakes.
 - C. It reinforces information presented throughout the article.
 - D. It helps readers understand the science of earthquakes.
5. Consider the quote from Eliza Bryan: “The screams of the affrighted inhabitants—the cries of the fowls and beasts of every species—the cracking of trees falling and the roaring of the Mississippi formed a scene most horrible.” This quotation adds to the article by helping readers understand _____.
 - A. what experiencing the earthquake sounded like
 - B. how long the earthquake lasted
 - C. the abundance of wildlife in Little Prairie
 - D. the importance of the Mississippi River
6. A section of the article is titled “A Dire Warning.” Which words encountered in the article are most similar in meaning to *dire*?
 - A. fragments, pieces, chunks
 - B. dark, terrible, ominous, horrible
 - C. calm, still, soundly
 - D. brilliant, gifted, expert

Name: _____

Constructed-Response Questions

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

7. According to the article, how was America different in 1811 than it is today? Use text evidence to support your answer.
8. Why did Tecumseh want to create an alliance of Native nations? What arguments did he use to convince nations to join? Use text evidence to support your answer.

Name: _____

“The Day the Earth Split Apart” Quiz

Directions: Read “The Day the Earth Split Apart” from the March issue of *Scope*. Then answer the questions below.

1. **Earthquakes are caused by _____.**
 - A. comets orbiting our solar system
 - B. the moon passing between the sun and Earth
 - C. movements in Earth’s crust
 - D. the powerful Shawnee leader Tecumseh
2. **The main purpose of the section “Broken Promises” is to present _____.**
 - A. how westward expansion negatively affected Native peoples
 - B. the methods Native peoples use to hunt, trap, and farm
 - C. the positive relationships between Native peoples and the U.S. government
 - D. Tecumseh’s military skill
3. **When it came to Tecumseh’s alliance, Native nations were _____.**
 - A. united in their desire to join
 - B. divided on the issue of joining
 - C. uninterested in joining
 - D. willing to join if the alliance elected a new leader
4. **In the text feature “History Snapshot,” the caption titled “The Great Comet of 1811” provides additional information related to which section of the article?**
 - A. “The Mississippi”
 - B. the introduction
 - C. “An Alarm”
 - D. “A Horrible Scene”
5. **The author writes, “Brick chimneys cracked apart like eggs.” This simile helps readers understand _____.**
 - A. how powerful the earthquake was
 - B. how long the earthquake lasted
 - C. what kind of home Walker lived in
 - D. the size of the New Madrid seismic zone
6. **A section of the article is titled “A Dire Warning.” Context clues in the section help you understand that a dire warning is _____.**
 - A. a friendly warning
 - B. a serious warning
 - C. an unnecessary warning
 - D. a warning that is difficult to understand

Name: _____

Constructed-Response Questions

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

7. According to the article, how was transportation in America different in 1811 than it is today? Use text evidence to support your answer.
8. Why did Tecumseh want to create an alliance of Native nations? Use text evidence to support your answer.

New Madrid Earthquakes Contest

Choose one person from the article. Then write an imagined interview with that person, discussing what it was like to live through the quakes. Send your interview to New Madrid Earthquakes Contest. Three winners will each get *The Disaster Days* by Rebecca Behrens.

Entries will be judged on:

- ✓ creativity
- ✓ use of key ideas and details
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY April 17, 2023.

**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: _____

Write An Argument Essay

Directions: Read "Should Robots Look Like People?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should robots look like humans?

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 robots **SHOULD** look like humans, one of your supporting details might be that some experts believe we're more likely to engage with robots that look like us.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think robots **SHOULD** look like people, summarize the strongest arguments that the author presents against humanlike robots. If you think robots **SHOULD NOT** look like people, summarize the strongest arguments the author presents in favor of humanlike robots.

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 interacted with a robot? What did it look like? Describe your experience. Was it a positive or negative one?
- 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: "Imagine meeting a new friend. Then you find out it's a robot. Wouldn't that feel _____?"
- 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 robots should look like people. Finish it in the space provided.

Machines are appearing more and more humanlike. Some people think that will make them more effective at their jobs. 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 robots should look like people. (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: _____

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

Vocabulary

"Should Robots Look Like People?"

1. **engage** (en-GEYJ) *verb*; As it is used in the article, *engage* means "to interact with socially," as in "The students were very shy on the first day of high school but quickly began to engage with each other."
2. **humanize** (HYOO-muh-nahyz) *verb*; As it is used in the article, *humanize* means "to give something human characteristics," as in "The engineers decided to humanize the robot by giving it the ability to smile."
3. **humanoid** (HYOO-muh-noid) *noun*; A *humanoid* is something nonhuman that has the appearance or character of a human.

Sophia is a humanoid robot that walks upright, has skin (made from a special kind of elastic rubber), imitates human gestures and facial expressions, and can interact with people.

4. **optimize** (OP-tuh-mahyz) *verb*; To optimize something is to make it as effective, functional, or perfect as possible.

For example, you can optimize a smartphone's battery life by dimming the screen, shutting down apps, reducing push notifications, or putting it in power-saver mode.

5. **sophisticated** (suh-FIH-stuh-kay-tid) *adjective*; Sophisticated people have a lot of experience, knowledge, or wisdom about the world and especially about the arts and culture. Someone who often visits museums, regularly attends the opera, and speaks three languages could be called sophisticated.

Sophisticated can also mean "complicated and advanced." A smartphone is a sophisticated communication device. A "string phone" (made from two paper cups and a piece of string) is not.

6. **unsettling** (uhn-SET-ling) *adjective*; If something is unsettling, it is worrisome or upsetting; it causes you to feel uneasy. Thunderstorms can be unsettling for some dogs. A scary movie might contain unsettling images. Feeling like someone is watching you when you can't see anyone around is unsettling.

Name: _____

Vocabulary Practice

"Should Robots Look Like People?"

Directions: Rewrite each sentence using a form of one of the vocabulary words.

engage

humanize

humanoid

optimize

sophisticated

unsettling

1. As my teacher started collecting our homework, I got a troubling feeling that I had left mine on the kitchen table.
2. It's so fun to watch Freckles interact with other puppies.
3. I listened to an interesting TED Talk about the pros and cons of making robots seem more human.

engage
optimize

humanize
sophisticated

humanoid
unsettling

4. My classmates and I were shocked to learn that the lifelike robot would be guest coaching soccer practice.
5. The winner of the math competition will receive a pair of the most advanced virtual reality goggles on the market!
6. Ophelia made the most out of her closet space by hanging the mirror on the door and adding shelves and hooks.

Name: _____

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

Vocabulary

The Lens of War

1. **convoy** (KAHN-voy) *noun*; A convoy is a group of ships or vehicles traveling together in order to protect each other. The idea is that each ship or vehicle is safer traveling in a group than it is on its own.
2. **correspondent** (kawr-uh-SPAHN-duhnt) *noun*; As it is used in the play, *correspondent* means “a person who reports news for a publication such as a newspaper or for a radio or television network, often from a place far away.”
3. **darkroom** (dahrk-room) *noun*; Today we can take pictures using phones or digital cameras. We immediately see our pictures on a screen. When photos are taken using a camera with film, the process is different. After taking pictures, you remove the film from the camera and develop it—or have someone develop it for you. This means treating the film with special chemicals to create something called a negative that can then be used to print your photographs on special paper. This process must take place in a darkroom—a room illuminated by only red light—because ordinary light would ruin the photos.
4. **front** (fruhnt) *noun*; As it is used in the play, *front* means “someone or something that serves as a cover for the illegal or secret activity of another person or organization.”

Imagine that a group of superheroes needs headquarters where they can discuss important superhero business. They don’t want anyone to know about their headquarters, so they buy a cupcake shop and secretly hold their meetings in the back room when the shop is closed. In this scenario, the cupcake shop is a front for the superhero headquarters.
5. **hangar** (HANG-uhr) *noun*; A hangar is a large building for storing and repairing aircraft.

6. **preposterous** (prih-PAH-stuh-ruhs) *adjective*; If something is preposterous, it is utterly ridiculous, foolish, and silly. It would be preposterous to think that you could teach your dog to do your homework for you.
7. **solemn** (SAH-luhm) *adjective*; As it used in the play, *solemn* means “serious and dignified.” Funerals are solemn gatherings. The 9/11 Memorial Museum is a solemn place.
8. **torpedo** (tawr-PEE-doh) *noun or verb*; A torpedo is an underwater weapon that is launched from a ship or submarine or dropped into the water from an aircraft. When it reaches its target, it explodes.

As a verb, *torpedo* means “to attack or sink a ship with a torpedo.”

Name: _____

Vocabulary Practice

The Lens of War

Directions: Choose the best answer to each question.

1. Which of the following would be considered a solemn place?
 - a. a cafeteria
 - b. a shopping mall
 - c. a playground
 - d. a cemetery
2. When might a plane be inside a hangar?
 - a. when the plane is about to take off
 - b. when the plane is getting repairs
 - c. when the plane is traveling to its destination
 - d. when the plane is about to land
3. A convoy might consist of _____.
 - a. a ship
 - b. a group of rabbits
 - c. an important person
 - d. many ships
4. Jon thinks Mia's idea is preposterous. In other words, he finds the idea _____.
 - a. clever
 - b. ridiculous
 - c. interesting
 - d. exciting

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

5. After the boat was **torpedoed**,
6. The sweet elderly woman turned out to be a **front** for a ring of thieves! She would invite her neighbors over for tea and cake while
7. I went into the **darkroom** to learn how to
8. The **correspondent** was assigned to

Close-Reading Questions

The Lens of War

1. What do you learn about Margaret and her parents in Scene 2? How does the author convey these ideas? (author's craft, character)
2. Based on the play, what can you infer about what life was like for women in Margaret's time? (key ideas and details, text evidence)
3. The caption "Maggie the Indestructible" says that Margaret was known for her fearlessness. What details in the play support the idea that Margaret was fearless? (key ideas and details, text evidence)

4. What did Margaret believe was her role in society as a photographer? How do you know? (character, text evidence)

5. In Scene 7, General Doolittle tells Margaret she is being sent to North Africa by boat instead of plane because "It'll be safer." Why is this ironic? (author's craft, literary devices)

Name: _____

Critical-Thinking Questions

The Lens of War

1. Choose three character traits that describe Margaret Bourke-White and explain each one with text evidence.

2. Why is photojournalism important?

Name: _____

Trailblazer Margaret Bourke-White

Directions: Read *The Lens of War*. Then use this planner to help you respond to the prompt that appears at the end of the play.

1. What is photojournalism? How did Margaret contribute to the field of photojournalism?

2. Based on the play, what was expected of women in Margaret's time? How did Margaret defy these expectations?

3. Describe Margaret's work during World War II. How was it trailblazing?

4. How did people describe Margaret and her photographs?

CHOICE BOARD

THE LENS OF WAR

A trailblazer does something new or innovative that others follow. What makes Margaret Bourke-White a trailblazer? Answer this question in a well-organized essay or slideshow. Use text evidence.

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

Choose a story from the Women's History: Stories of Trailblazers collection at Scope Online. After reading, record a podcast with at least one other classmate. Discuss the following questions, drawing on the play and the additional story you read:

What is a trailblazer?

Why is it important to study women's history?

What does it take to change long-held ideas and beliefs?

Imagine that a documentary is being made about Margaret Bourke-White and it's your job to help promote it. Create a social media post that includes the documentary's title and tagline as well as some sort of artwork. Don't forget hashtags!

Imagine that the United States Postal Service wants ideas for who to feature on a new stamp. Design a stamp that features Margaret Bourke-White, and write a paragraph explaining why she deserves to be on a stamp.

Name: _____

MAKING INFERENCES

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

Directions: Read *The Lens of War*. Then read each set of clues in the left-hand column and make an inference in the right-hand column.

Clues	Inference
<p>1. Consider this interaction between a sailor and Margaret in Scene 1:</p> <p>Sailor 2: What are you doing? Get to your lifeboat! Margaret: I am Margaret Bourke-White, a journalist for <i>Life</i> magazine. I'm here by permission of the U.S. Air Force. SD2: Margaret stands up straighter. The sailor shakes his head and rushes off. SD3: Margaret gets out her camera.</p>	<p><i>What does Margaret communicate by standing up straighter? Why does the sailor shake his head?</i></p>
<p>2. Consider the description of the setting in Scene 2:</p> <p>SD2: Thirteen-year-old Margaret and her parents sit in a cozy, cluttered living room. SD3: Books and gadgets are strewn about. Jars of butterfly larvae sit on the windowsills. World maps line the walls. SD1: Joseph sits in the corner, tinkering with a camera.</p>	<p><i>What do the details about the house reveal about Margaret's upbringing?</i></p>

Clues	Inference
<p>3. Consider these conversations from Scenes 4 and 5:</p> <p>Margaret: The mill owner says women aren't allowed. Alfred (smiling): When has that ever stopped you? Margaret: Nothing attracts me like a closed door, Alfred. Alfred: So go pry it open, kid!</p> <p>Man 1: Did you see these photographs? Man 2: They're incredible. Man 1: Who is this Margaret Bourke-White? Man 2: I heard she's just a front for the man who really takes these pictures. Man 1: I wouldn't be surprised if that's true. I can't imagine a girl in a steel mill. SD3: Margaret clears her throat and hands a business card to the man.</p>	<p>What do these lines tell you about what life was like for women at the time? How does Margaret feel about this?</p>
<p>4. Consider this interaction between General Doolittle and Margaret from Scene 7:</p> <p>General Doolittle: I'm sorry. It's just not the place for you. Margaret (mumbling to herself): You sound like my Aunt Lynn. General Doolittle: What's that? Margaret: Nothing.</p>	<p>Think about what Margaret mumbles to herself. Why does she say this?</p>

Name: _____

The Lens of War Quiz

Directions: Read *The Lens of War* from the March issue of *Scope*. Then answer the questions below.

1. **How is Margaret Bourke-White characterized in Scene 1?**
 - A. difficult and unfriendly
 - B. brave and determined
 - C. kind and giving
 - D. angry and impatient
2. **Which lines support your answer to Question 2? Choose TWO.**
 - A. **SD2:** Troops and nurses rush to their lifeboat stations.
 - B. **SD3:** Margaret gazes at the moon, then turns from the lifeboats and climbs a set of stairs.
 - C. **SD2:** She hits her shin on some metal and falls, crying out.
 - D. **SD2:** Margaret stands up straighter. The sailor shakes his head and rushes off.
3. **In Scene 2, Aunt Lynn says, “But a woman traipsing around the world taking photos? It’s preposterous!” Based on context clues, *traipsing* means _____.**
 - A. to walk or wander about aimlessly
 - B. to embark on a voyage by boat
 - C. to prance, leap, and dance
 - D. to march as if in a parade
4. **In Scene 4, Alfred says, “You’ve captured the soul of Cleveland—the progress and industry and grit—all in one frame.” By “soul of Cleveland,” he means the city’s _____.**
 - A. cleanliness
 - B. growth
 - C. religions
 - D. essence or core
5. **In Scene 7, Margaret mumbles, “You [Doolittle] sound like my Aunt Lynn.” Margaret says this because she thinks _____.**
 - A. Doolittle and Aunt Lynn have similar voices
 - B. both Doolittle and Aunt Lynn believe certain jobs are appropriate for men but not for women
 - C. both Doolittle and Aunt Lynn believe women are equal to men in all ways
 - D. neither Doolittle nor Aunt Lynn sees the value of photojournalism
6. **Which is a theme of the play?**
 - A. Look before you leap.
 - B. Fear is part of being human.
 - C. To be a trailblazer, you must take risks.
 - D. Ambition leads down a dangerous path.

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

7. Irony is a literary device used by writers to create an outcome that is the opposite of what is expected. One example of irony occurs in Scene 7. Identify the example and explain how it is ironic.
8. How do the photographs throughout the article help you understand the risks that Margaret Bourke-White took throughout her career? Why do you think she took these risks?

Name: _____

The Lens of War Quiz

Directions: Read *The Lens of War* from the March issue of *Scope*. Then answer the questions below.

1. **Scene 1 reveals that Margaret Bourke-White was a _____ person.**
 - A. difficult
 - B. determined
 - C. kind
 - D. angry
2. **Which lines support your answer to Question 1? Choose TWO.**
 - A. **SD2:** Troops and nurses rush to their lifeboat stations.
 - B. **SD3:** Margaret gazes at the moon, then turns from the lifeboats and climbs a set of stairs.
 - C. **SD2:** She hits her shin on some metal and falls, crying out.
 - D. **SD2:** Margaret stands up straighter. The sailor shakes his head and rushes off.
3. **In Scene 2, Aunt Lynn says, “But a woman traipsing around the world taking photos? It’s preposterous!” Based on context clues, *traipsing* means _____.**
 - A. to walk or wander about
 - B. to go on a voyage by boat
 - C. to prance and leap
 - D. to march as if in a parade
4. **In Scene 3, Alfred says, “You’ve really got an eye for this stuff, kid.” Alfred means that Margaret _____.**
 - A. is great at developing film
 - B. has superhuman eyesight
 - C. is willing to take risks for a great shot
 - D. has a natural talent for photography
5. **In Scene 7, Margaret mumbles, “You [Doolittle] sound like my Aunt Lynn.” What does she mean?**
 - A. Doolittle and Aunt Lynn have similar voices.
 - B. Both Doolittle and Aunt Lynn believe certain jobs are all right for men but not for women.
 - C. Both Doolittle and Aunt Lynn believe women are equal to men in all ways.
 - D. Doolittle does not see the value of photojournalism.
6. **Which of the following statements does information in this play support?**
 - A. Look before you leap.
 - B. Fear is part of being human.
 - C. To be a trailblazer, you must take risks.
 - D. The pursuit of success is dangerous.

Name: _____

Constructed-Response Questions

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

7. In Scene 7, Margaret asks Doolittle if she can travel by plane to North Africa, and he says, “Too risky. There may be heavy bombing in the air. We’re sending you in a convoy. It’ll be safer.” Explain why this is ironic. (If something is ironic, it turns out to be the opposite of what is expected.)
8. How do the photos throughout the article help you understand the risks that Margaret Bourke-White took in her career?

Trailblazer Contest

A trailblazer does something new or innovative that others follow. What makes Margaret Bourke-White a trailblazer? Answer this question in a well-organized essay or slideshow. Use text evidence. Send your work to Trailblazer Contest.

Three winners will each get *Girl With a Camera* by Carolyn Meyer.

Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of key ideas and details
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY April 17, 2023.

**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: _____

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

Vocabulary

"My Life as a Refugee"

1. **extremist** (ik-STREE-mist) *noun or adjective*; An extremist is a person who holds extreme views—ideas that are far from what most people consider reasonable. Most often, *extremist* is used to describe someone who holds extreme political or religious views. Extremists may take violent actions in line with their views.

As an adjective, *extremist* means "related or belonging to extremists."

2. **forge** (fawrij) *verb*; To forge is to shape metal by heating and hammering it. If Ann forged a piece of metal into a hook, she heated the metal up to a very high temperature and then used a hammer to bend it into the shape of a hook.

Forge can also mean to form or create anything new. You might forge new friendships at summer camp.

3. **fret** (freht) *verb*; To fret is to be constantly worried or stressed about something. A dog owner might fret over their dog's sudden loss of appetite.

4. **harbor** (HAHR-buhr) *noun or verb*; The noun *harbor* is often used to refer to an area of water deep enough and protected enough (from big waves and strong winds) to be a place of safety for boats. *Harbor* can also refer to any place of safety and comfort.

As a verb, *harbor* means "to give shelter or protection to." It is most often used to mean "to secretly give shelter to someone such as a criminal or wanted person."

5. **optimism** (OP-tuh-mi-zuhm) *noun*; *Optimism* is a belief that everything will turn out for the best—a sense of hopefulness and confidence about the future. If the Wildcats start the baseball season full of optimism, they start the season with confidence that they will be successful.

6. **refuge** (REH-fyooj) *noun*; A *refuge* is a place that provides shelter or protection from danger or distress, as in "The school gymnasium provided refuge during the hurricane."

The phrase *take refuge* means to go into such a place. If your friend brings their energetic puppy over to visit, your cat might take refuge under the couch.

7. **usher** (UH-shuhr) *noun or verb*; As a noun, *usher* refers to a person who leads people to their seats at an event such as a concert, play, or religious service.

As a verb, *usher* means "to lead someone or something to a place." When you are visiting someone in the hospital, a nurse might usher you into the patient's room.

The phrase *usher in* means "to celebrate the beginning of something." Many people have parties on December 31 to usher in the New Year.

Name: _____

Vocabulary Practice

"My Life as a Refugee"

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

Word Bank

extremist

forge

fret

harbor

optimism

refuge

usher

1. My mom told me to stop _____ about my outfit and get in the car, or else I'd be late for school.
2. As the snow piled up outside, Laura had a growing sense of _____ that tomorrow would be a snow day.
3. This article was clearly written by a(n) _____. Most people would agree that these ideas go way too far.
4. Mr. Dowd _____ the passersby into his house, offering them _____ from the storm.
5. Throughout history, millions of people have immigrated to the U.S., where they have _____ new lives for themselves.
6. We watched a movie about a family that agrees to _____ a man on the run from the law because they believe he's innocent. The family lets the man hide in their barn. The movie was very suspenseful!

Name: _____

KWL: Refugees

Directions: Fill in the first two columns of the chart below before reading “My Life as a Refugee,” “How to Be Welcoming,” and “Mediterranean Blue.” Fill in the third column after you read the articles and the poem.

What I know about refugees	What I wonder about refugees	What I learned about refugees

Name: _____

Close-Reading Questions

"My Life as a Refugee"

1. What is life like in Afghanistan under the Taliban's control? (cause and effect)
2. What is the connection between the Taliban, the United States, and Afghanistan? (key ideas and details)
3. Why was there a surge of Afghans fleeing Afghanistan in August 2021? (key ideas and details)
4. What do the statistics in the text feature "What to Know" help readers understand? What number or statistic was most impactful to you? (text features)

5. Author Kristi Eaton writes that "refugees must navigate life in a new and often unfamiliar place." What does the word *navigate* usually mean? Based on context clues, what does *navigate* mean as it is used in this sentence? How has Tulsa helped Shahrukh's family and other refugees navigate life in America? (vocabulary, key ideas and details)

6. Eaton writes, "Today, Shahrukh serves as the main translator and guide for his parents. It's a big responsibility, but Shahrukh insists that he wants to help. 'It's my turn,' he says." What do you think Shahrukh means when he says it's his turn? (inference)

7. Consider Shahrukh at the end of the article. What kind of attitude does he have about life? (key ideas and details)

Critical-Thinking Questions

“My Life as a Refugee” and “How to Be Welcoming”

1. Do any of the six suggestions in “How to Be Welcoming” seem especially interesting or doable to you? Which one seems the most challenging and why? Do you have any other questions or ideas?

2. Consider the section “Be a Friend.” Striking up a friendship or even a conversation with someone, especially someone who is different from you, can sometimes be awkward and require a bit of courage. Why do you think this is so? Why is it important to do it anyway?

3. Why is it important to learn about refugees?

Name: _____

Reaching Out a Hand

Directions: Read “My Life as a Refugee,” “How to Be Welcoming,” and “Mediterranean Blue.” Then use this planner to help you respond to the prompt that appears at the end of the articles and poem.

1. Take notes from each of the three texts listed below to answer this question: What are some challenges refugees may face?		
“My Life as a Refugee”	“How to Be Welcoming”	“Mediterranean Blue”

--

**3. Take notes from each of the three texts to answer this question:
What are some ways to “reach out a hand”?**

“My Life as a Refugee”	“How to Be Welcoming”	“Mediterranean Blue”

CHOICE BOARD

"MY LIFE AS A REFUGEE"

In the last line of the poem, Naomi Shihab Nye writes: "And if we can reach out a hand, we better."
According to the three texts, what are some challenges refugees may face? What are some ways to "reach out a hand"? Answer both questions in an essay. Use text evidence.

Note: This is the contest prompt that appears at the end of the articles/poem.

With your classmates, create a guidebook called "Welcome to Our School" for new students. What information will help them more easily navigate your school and community? (You may want to get input from people who were once newcomers.) Make copies of the book and store them in the front office to be given to new students upon arrival.

With your classmates, create a bulletin board or a permanent mural (artwork painted or applied to a wall) in your school or in your community that lets refugees know they are welcome. You may want to ask your school's art teacher to collaborate with you on this project.

Engage with the elected officials in your state or community through a letter or email. Share with them what you've learned about refugees and displaced people and ask them to tell you about how they're helping the place they represent "reach out a hand."

Poetry Discussion Questions

"Mediterranean Blue"

1. What does the poet want readers to understand about seeking refuge?
2. What does the poet want readers to understand about what happens after finding refuge?
3. Why do you think the poet titled her poem “Mediterranean Blue”?

Name: _____

Paired Texts Quiz

Directions: Read “My Life as a Refugee,” “How to Be Welcoming,” and “Mediterranean Blue” from the March issue of *Scope*. Then answer the questions below.

1. In the introduction of “My Life as a Refugee,” the events Shahrukh was watching unfold on the news occurred just after _____.
 A. the U.S. military invaded Afghanistan
 B. the U.S. military left Afghanistan after being there for many years
 C. the September 11 attacks happened in the U.S.
 D. the Taliban were no longer in power
2. According to the article, what happened as a result of the U.S. military’s invasion of Afghanistan? Choose TWO.
 A. A new government was put into place.
 B. The Taliban seized control of Afghanistan.
 C. The Taliban went into hiding but continued launching attacks.
 D. People lost many basic freedoms.
3. Which statements can be supported by the “What to Know” sidebar? Choose TWO.
 A. There are more refugees and displaced persons now than ever before.
 B. The country of Syria is experiencing the largest refugee crisis.
 C. The country of South Sudan hosts the largest number of refugees.
 D. People are being forced to flee their homes in countries other than Afghanistan.
4. In the section “A New Life in Tulsa,” the author writes that “transportation remains an obstacle for many.” Which is the definition of *obstacle*?
 A. a thing done successfully, typically by effort, courage, or skill
 B. something that stands in the way of progress; a barrier
 C. the object of a person’s ambition or effort; an aim or desired result
 D. something that prevents one from becoming an American citizen
5. Which phrase from the poem “Mediterranean Blue” connects to the central idea of the informational text “How to Be Welcoming”?
 A. “But something inside him was always paddling home”
 B. “don’t dare look down on them”
 C. “My father couldn’t swim either”
 D. “And if we can reach out a hand, we better”
6. In “My Life as a Refugee,” the author writes that the photo of Shahrukh grinning on the airplane conveys his optimism. Which line also supports the idea that Shahrukh is an optimistic person?
 A. “Shahrukh uses a bicycle to get to his job.”
 B. “To be sure, the transition to life in America has been difficult, but Shahrukh is focused on a bright future.”
 C. “It was very fast,’ Shahrukh remembers.”
 D. “Shahrukh is among the more than 76,000 Afghan refugees who have become part of communities across the U.S. since 2021.”

Name: _____

Constructed-Response Questions

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

7. The article “How to Be Welcoming” lists six ways to support refugees. In what ways did the people of Tulsa support Shahrukh and his family?
8. In her poem “Mediterranean Blue,” Naomi Shihab Nye writes about refugees, “They are the bravest people on earth right now.” How are refugees brave? Use evidence from the poem and “My Life as a Refugee.”

Name: _____

Paired Texts Quiz

Directions: Read “My Life as a Refugee,” “How to Be Welcoming,” and “Mediterranean Blue” from the March issue of *Scope*. Then answer the questions below.

1. In the introduction of “My Life as a Refugee,” the events Shahrukh was watching on the news occurred just after the U.S. military had _____.
 - A. invaded Afghanistan
 - B. left Afghanistan
 - C. defeated the Taliban
 - D. found the Taliban
2. According to the section “A Long Conflict,” what happened as a result of the U.S. military’s invasion of Afghanistan? Choose TWO.
 - A. A new government was put into place.
 - B. Many Afghans fled the country.
 - C. The Taliban went into hiding and continued launching attacks.
 - D. People lost their basic freedoms.
3. According to the “What to Know” sidebar, the number of refugees and displaced persons in the world has _____. Choose TWO.
 - A. recently increased
 - B. recently decreased
 - C. never been as low as it is now
 - D. never been as high as it is now
4. In the section “A New Life in Tulsa,” the author writes, “The city of Tulsa has provided driving classes and bus passes, but transportation remains an obstacle for many.” An obstacle is _____.
 - A. an achievement
 - B. a challenge
 - C. a goal
 - D. a fear
5. In the poem “Mediterranean Blue,” the poet writes, “And if we can reach out a hand, we better.” To reach out a hand means to _____.
 - A. get someone’s attention
 - B. call or email someone
 - C. be brave
 - D. offer help or support
6. Which line shows that Shahrukh has a positive attitude about life?
 - A. “Shahrukh uses a bicycle to get to his job.”
 - B. “To be sure, the transition to life in America has been difficult, but Shahrukh is focused on a bright future.”
 - C. “‘It was very fast,’ Shahrukh remembers.”
 - D. “Shahrukh is among the more than 76,000 Afghan refugees who have become part of communities across the U.S.”

Name: _____

Constructed-Response Questions

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

7. The article “How to Be Welcoming” lists six ways to support refugees. The city of Tulsa supported Shahrukh and his family in several of these ways. Describe one.
8. In her poem “Mediterranean Blue,” Naomi Shihab Nye writes about refugees, “They are the bravest people on earth right now.” How has Shahrukh been brave? Use evidence from the article “My Life as a Refugee” to support your answer.

Paired Texts Contest

In the last line of the poem, Naomi Shihab Nye writes: “And if we can reach out a hand, we better.” According to the three texts, what are some challenges refugees may face? What are some ways to “reach out a hand”? Answer both questions in an essay. Use text evidence. Send your essay to Paired Texts Contest. Three winners will each get *Stormy Seas* by Mary Beth Leatherdale.

Entries will be judged on:

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

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY April 17, 2023.

**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: _____

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

Vocabulary

"Stay or Go?"

- 1. converge** (kuhn-VURJ) *verb*; When people or things converge, they come together from different places. Athletes from around the world converge on cities during the Olympics. Fans might converge on a park for a music festival.
- 2. crescendo** (kruh-SHEN-doh) *noun or verb*; *Crescendo* is a musical term for a gradual increase in volume or for the climax or peak of a gradual rise in volume. So you could say "The piano piece ended in a crescendo" or "The performers clasped hands as the singing reached a crescendo."

As a verb, *crescendo* means "to increase in loudness or intensity." Elizabeth's voice might be soft as she begins her speech and then crescendo until she is shouting. The roar of a crowd might crescendo as a band walks onstage.
- 3. decipher** (dih-SAHY-fer) *verb*; A cipher is a secret or disguised way of writing—a code. Throughout history, military leaders have used ciphers to send secret messages. The prefix *de-* can mean "not, do the opposite of, or undo." The word *decipher* was originally used to describe the action of undoing ciphers—in other words, decoding secret messages.

Today *decipher* still means "decode." It can also mean "to understand or interpret something that is not clear," as in "I found Mo's expression hard to decipher—was she angry or just surprised?" or "We worked together to decipher the treasure map."
- 4. falter** (FAWL-ter) *verb*; To falter is to hesitate, stumble, or waver. Kevin's determination to be class president might falter when he learns how much work the role requires. An exhausted hiker might falter as they try to make it up a hill, their legs so tired that they become unsteady on their feet. If your voice falters, you speak in a hesitant or stumbling way.

5. **primitive (PRIH-muh-tiv)** *adjective*; As it is used in the story, *primitive* means "relating to the earliest stage in the development of something." An ancient church, an outdoor toilet, or a place without electricity might be considered primitive. Some might call video cassettes, fax machines, or the first mobile phones primitive technologies.

6. **tonic (TAH-nik)** *noun*; A tonic is a substance or thing that can make you feel healthier, refreshed, or restored. Some people drink a tonic made from lemon juice, ginger, and honey to feel better if they have a cold. If you are stressed out, watching a funny movie could be just the tonic you need to relax.

Name: _____

Vocabulary Practice

"Stay or Go?"

Directions: Choose the best answer to each question.

1. If the students converged on the cafeteria, they _____.
 - a. complained about the cafeteria
 - b. gathered in the cafeteria
 - c. thought about the cafeteria
 - d. decorated the cafeteria

2. Jim is trying to decipher his sister's handwriting. In other words, he is trying to _____.
 - a. teach her how to write
 - b. imitate her writing
 - c. erase her writing
 - d. figure out what she has written

3. Juan never _____ in his quest to visit every national park before his 60th birthday. He has now visited them all.
 - a. faltered
 - b. converged
 - c. deciphered
 - d. crescendoed

Directions: Match each movie description to its title by writing A-D in the boxes. There is one title you will not use.

MOVIE TITLES

- A. *The Crescendo*
- B. *The Primitives*
- C. *The Tonic*
- D. *Neighborhoods Converging*

4. A mysterious stranger arrives in Barneyville selling bottles of a liquid that he claims will cure any illness and solve any problem. It works—but at what price?

5. No one can explain it, but every day, all the sounds on Earth are getting just a little bit louder.

6. There's something unusual about the family that moved in next door to Jason. Turns out, it's the fact that they're from 300,000 years ago. They accidentally fell through a time portal!

Name: _____

Discussion Questions

"Stay or Go?"

1. What clues does the author give you in the first two sections that the Travelers are not of this world? (inference)

2. Consider this line: "If this were a movie, Adrian thought, this would be the moment the drumbeat began. It would start low and get louder—a drumbeat crescendo." What does Adrian mean? How does he feel when he picks up the object? (figurative language)

3. Why does Adrian consider dropping the object he finds back on the ground or burying it? (character)

4. Adrian says that Aunt Lorna has a way of understanding you—sometimes before you understand yourself. Where in the story does Aunt Lorna show this ability? (character)

5. Why is Aunt Lorna worried about Adrian staying behind? How does Adrian seem to feel about her concerns? (conflict)

6. Consider how the Travelers are acting as they board the ship at the end of the story. What does their behavior suggest about how they feel? (inference)

7. Explain the meaning of the title and the tagline. (key ideas and details)

8. If you were Adrian, would you stay or go? Why?

Name: _____

STORY PLANNER

Directions: Jot down ideas in this graphic organizer to help you plan your sequel to “Stay or Go?”

IN MY STORY, ADRIAN . . .

☐ stays on Earth.

☐ returns to his home planet with the Travelers.

➤ THE SETTING ◀

Where and when does your story take place?

➤ THE CHARACTERS ◀

Who appears in your story?
Will you include any new characters—ones that aren’t in “Stay or Go?”

➤ THE CONFLICT ◀

What problem do your characters face? What opposing force are they up against?
Is it themselves? Others? The environment? The supernatural?

~> THE PLOT <~

Jot down ideas about what happens to create an outline
or mini summary of the events in your story.

BEGINNING:

MIDDLE:

END:

~> DESCRIPTIVE LANGUAGE TIP <~

Reread "Stay or Go?" thinking about how author Kristin Lewis uses descriptive language to bring the setting and characters to life. Which words, phrases, or sentences make you feel like you are there? Like you really get a picture of who a character is?

Now think about the characters and setting in *your* story. How will you describe the characters in a way that helps readers imagine them? How will you describe the setting so that readers can almost hear/see/feel/taste/smell where they are? Close your eyes and imagine the characters and setting for a few minutes; let the scene play like a movie. Then write down some ideas. Try to work these details in as you write a draft of your story. Or just write, letting your ideas flow, and then go back and add descriptive details afterward.

CHOICE BOARD

"STAY OR GO?"

Do you think Adrian stays—or goes?
Write a short story about what happens next. In your sequel, use descriptive language to bring the characters and setting to life.

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

Imagine that Adrian stays on Earth.
Write the letter Adrian gives to Aunt Lorna before the ship departs.

In the form of a text message, letter, or video recording, convince Adrian what he should do—stay on Earth or leave with the other Travelers.

Choose three songs that should be included in the soundtrack to the movie version of "Stay or Go."
Explain where in the story they would be played and why you chose them.

Name: _____

NARRATIVE WRITING RUBRIC

Story: _____ Date: _____

Areas for improvement	Criteria	Areas of excellence
	Organization <ul style="list-style-type: none"> The sequence of events unfolds naturally and logically from beginning to end Transition words and phrases convey sequence and shifts from one time frame or setting to another, and show relationships among experiences and events Provides a conclusion that follows from and reflects on the experiences or events in the narrative 	
	Development and Elaboration <ul style="list-style-type: none"> Incorporates a rich, detailed setting Sensory language conveys a vivid picture of experiences and events Character description, dialogue, and reflection are meaningful and reveal the theme of the story 	
	Conventions <ul style="list-style-type: none"> Demonstrates effective use of capitalization, punctuation, and spelling Dialogue is properly punctuated Sentences are complete and varied in structure 	

Name: _____

STUDENT WRITING REFLECTION

Before I read your story ...

Complete each of the three sentences below to share your thoughts about your essay.

1. Something I'm proud of is _____
2. Something I think I could improve is _____
3. I'd like suggestions on _____

After I read your story ...

Read the feedback written in your rubric. Then reflect; fill in the information below.

What I am doing well: _____

My next steps for revision: _____

Stay or Go Contest

Do you think Adrian stays—or goes? Write a short story about what happens next. In your sequel, use descriptive language to bring the characters and setting to life. Send your sequel to Stay or Go Contest. Three winners will get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ creativity
- ✓ use of descriptive language
- ✓ clarity
- ✓ grammar, spelling, and punctuation

Student's name: _____ **Grade:** _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY April 17, 2023.

**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: _____

ROOT POWER

PART 1: MEANING

In this issue's "Root Power," you learned the Latin root *spec*, which means *look at* or *examine*. Did you figure out the meanings of the words with this root? Look at the comic again. Then write the meanings of the words below, using a dictionary if you need to.

Draw a picture that
helps you remember the
meaning of *spec*.



spec

WORD	MEANING
spectacle	
spectator	
speculate	
spectacular	

**PART 2:
PRACTICE**

Answer the questions below.

What might you call ...

1. a glittering spectacle?
2. a spectacular seafaring pirate?
3. a sunbathed spectator?

- A. a tan fan
- B. a striking Viking
- C. a bright sight

4. Write an imaginary text convo in which you and your best friend speculate about a strange green light in the sky that you can both see from your houses.

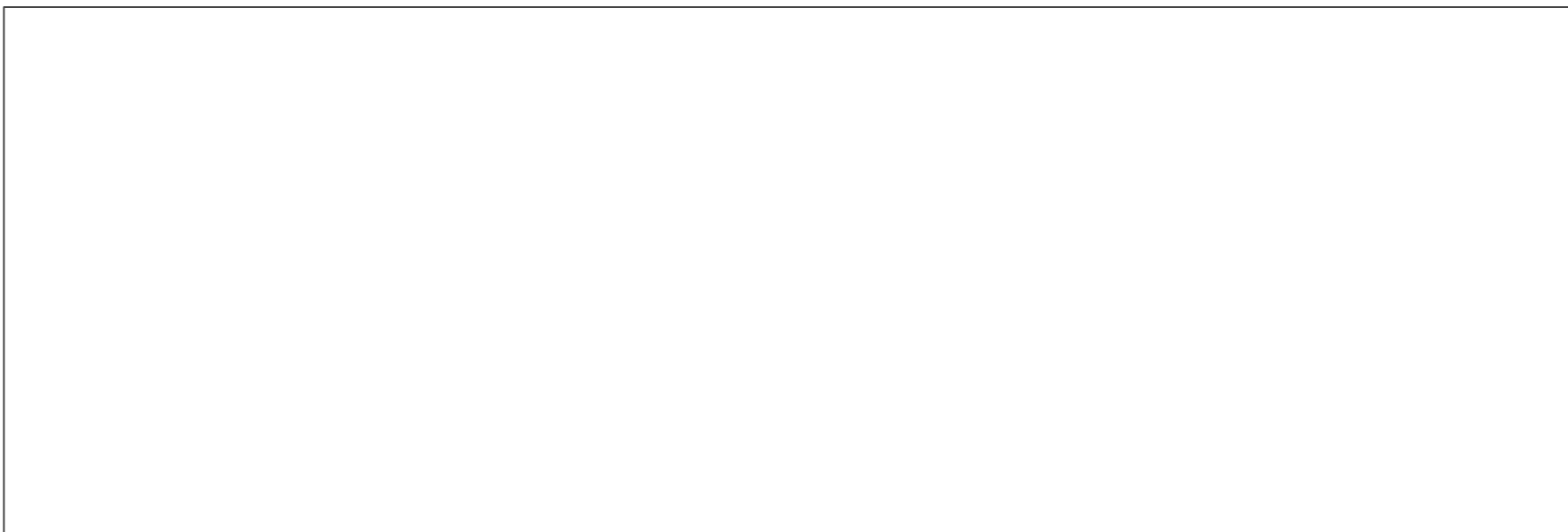
5. The plural noun *spectacles* also has another meaning. Circle the emoji that correctly illustrates that meaning of *spectacles*. Then write its definition on the line below.



**PART 3:
ROOT CHALLENGE**

Follow the directions below to create a “Root Power” panel of your own.

1. Think of another word that contains the root *spec*. Write it here: _____
 2. Write a sentence using that word that makes the meaning of the word clear. (For example, the sentence “It was spectacular” does not make the meaning of *spectacular* clear. Give some context clues!)
- _____
- _____
3. Draw a picture that shows the word’s meaning.



Root Power Contest

Read "Battle of the Floats." Then follow these steps: **1.** Write down the meaning of each word in orange. Use context clues and, if needed, a dictionary. **2.** Think of another word that contains the root *spec*. **3.** Write a sentence using that word and draw a picture that shows the word's meaning. **4.** Send your work to Root Power Contest. Three winners will each get a \$20 Scholastic gift card.

Entries will be judged on:

- ✓ creativity
- ✓ clarity and comprehension
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY April 17, 2023.

**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: _____

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

Vocabulary

"Scream Machines"

1. **accelerate** (ik-SE-luh-rayt) *verb*; To accelerate is to move faster or cause something to move faster. A car accelerates as it gets on the freeway. You might be able to accelerate the process of getting ready for school in the morning by showering and laying out your clothes the night before.
2. **amusement** (uh-MYOOZ-muhnt) *noun*; *Amusement* can refer to the feeling of being pleasantly entertained, as in "I could see the amusement on Karl's face as he listened to Anya's funny story about falling in the pool." *Amusement* can also refer to something that amuses. Board games and Ferris wheels are both amusements.
3. **colossal** (kuh-LAH-suhl) *adjective*; *Colossal* means "extremely large or great in force." A colossal mistake is a really, really big mistake. Giant sequoias are colossal trees.
4. **careen** (kuh-REEN) *verb*; To careen is to move quickly and in an uncontrolled way in a particular direction. If you've ever ridden a bicycle around a corner so fast that the tires start to skid out from under you, you know what it is to careen.
5. **enterprising** (EN-tuhr-prahy-zing) *adjective*; Someone who is enterprising is creative, bold, and enthusiastic about taking on new projects. An enterprising reporter is always finding new stories to write and is good at hunting down information. If Eric is constantly finding opportunities to earn money, you could say he is an enterprising teenager.
6. **harrowing** (HEHR-uh-wing) *adjective*; If something is harrowing, it is extremely distressing or painful. *Harrowing* is usually used to describe a terrifying experience that takes a bit of time to unfold, like getting lost in the woods or being chased by a swarm of bees.

Name: _____

THE SHORT WRITE KIT

Directions: Read "Scream Machines." Then complete this activity to help you write a short response to the article.

Step 1: WRITE YOUR CLAIM

Write one sentence stating your claim.
Your claim should do two things:

- Echo the question in the prompt.
- Answer the question in the prompt.



Prompt:

In America, how are roller coasters today different from the past?

*We started
you off by
echoing the
question.*

*To answer the
prompt,
complete this
sentence.*



Your claim:

In America, the roller coasters of today are

than those of the past.

Step 2: FIND YOUR TEXT EVIDENCE

A. Scan the article to find details that helped you answer the question.

B. In **at least two** of the Text Evidence boxes, write a detail that you identified. You can

- directly quote the author,
- put the information in your own words, *or*
- do a bit of both.

C. Write commentary for each piece of text evidence. This can be

- an explanation that helps your reader better understand your text evidence,
- a statement that adds emphasis to your evidence, *or*
- a personal comment or reaction.

Text Evidence 1

Commentary



Text Evidence 2

Commentary



Text Evidence 3

Commentary



Step 3: WRITE YOUR PARAGRAPH

Start with your claim.



Present your first piece of text evidence.
Be sure to cite where it's from.

Here's one way to do it: Author Lauren Tarshis
explains that _____.



Give your commentary for your first piece of text
evidence.



Present your other piece(s) of text evidence.

Here's a way to do it: According to Tarshis, _____.



Finish with a concluding sentence that sums
everything up.



Name: _____

"Scream Machines" Quiz

Directions: Read "Scream Machines" from the March issue of *Scope*. Then answer the questions below.

1. Which sentence best describes how the author hooks readers in the article's introduction?
 - A. The author provides a surprising fact that readers aren't likely to know.
 - B. The author tells a story about her own experience riding roller coasters.
 - C. The author asks rhetorical questions to make a point.
 - D. The author uses sensory details and the second-person point of view to drop readers into a scene.
2. The section "Seeking Thrills" _____.
 - A. analyzes why people seek thrills such as roller coasters
 - B. provides the history of the early years of roller coasters
 - C. explains why roller coasters are more popular in the U.S. than anywhere else
 - D. examines why people enjoyed roller coasters more in the past than today
3. Consider the exclamation in the section "Seeking Thrills": "*wheee!*" What feeling does it express?
 - A. delight
 - B. disappointment
 - C. fear
 - D. confusion
4. The author writes, "By the 1920s, the U.S. had become the world's roller coaster capital, with more than 1,500 of these thrill rides." She means the U.S. was _____.
 - A. the country with the most roller coasters
 - B. just beginning to build roller coasters
 - C. considering banning roller coasters
 - D. where roller coasters were invented
5. All the claims below can be supported by information in the article EXCEPT which one?
 - A. Roller coasters remain wildly popular today.
 - B. Roller coaster safety has improved since the 1930s.
 - C. A career in roller coaster design is rewarding.
 - D. Designing and building today's roller coasters takes skill and care.
6. For what purposes does the author use parentheses and brackets in the article? Choose THREE.
 - A. to offer additional information
 - B. to add personal commentary
 - C. to present word pronunciation
 - D. to cite authors

Name: _____

Constructed-Response Questions

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

7. Author Lauren Tarshis writes, “During this golden age of roller coasters, designers competed to make the fastest, steepest, twistiest rides.” What does Tarshis mean by “golden age of roller coasters”? Based on the information in the article, do you think designers are still competitive today?
8. How are roller coasters safer today than they were in the 1920s? Support your answer with evidence from the article.

Name: _____

"Scream Machines" Quiz

Directions: Read "Scream Machines" from the March issue of *Scope*. Then answer the questions below.

1. Which sentence best describes how the author hooks readers in the article's introduction?
 - A. The author provides a surprising fact that readers aren't likely to know.
 - B. The author tells a story about her own experience riding roller coasters.
 - C. The author asks rhetorical questions to make a point.
 - D. The author uses sensory details and the second-person point of view to drop readers into a scene.
2. The article is mainly about _____.
 - A. what makes people scream
 - B. the history of roller coasters
 - C. Mauch Chunk, Pennsylvania
 - D. the history of coal mining
3. Consider the exclamation in the section "Seeking Thrills": "*wheee!*" What feeling does it express?
 - A. delight
 - B. disappointment
 - C. fear
 - D. confusion
4. The author writes, "By the 1920s, the U.S. had become the world's roller coaster capital, with more than 1,500 of these thrill rides." She means the U.S. was _____.
 - A. the country with the most roller coasters.
 - B. just beginning to build roller coasters.
 - C. banning roller coasters.
 - D. where roller coasters got their start.
5. Lauren Tarshis writes, "Still, people keep lining up for roller coasters. Each year, about 400 million people visit amusement parks in the U.S. and Canada." This line supports the idea that modern roller coasters are _____.
 - A. safe
 - B. fast
 - C. popular
 - D. expensive to build
6. For what purposes does the author use parentheses and brackets in the article? Choose THREE.
 - A. to offer additional information
 - B. to add personal commentary
 - C. to present word pronunciation
 - D. to cite authors

Name: _____

Constructed-Response Questions

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

7. What made the gravity ride in Mauch Chunk so popular at the time it was created? Support your answer with evidence from the article.
8. What is one way roller coasters are safer today than they were in the 1920s? Support your answer with evidence from the article.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from "Scream Machines"


Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Seeking Thrills"		
"Skilled Engineers"		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Answer the question by writing a sentence stating the central idea of the whole article in the space below.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from "Scream Machines"
We started the first section for you.

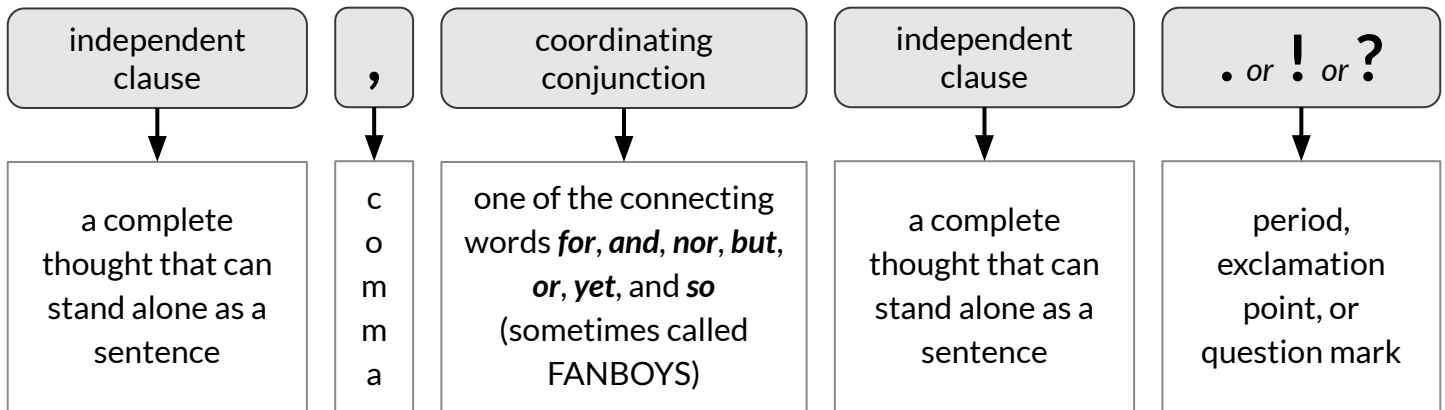
Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Seeking Thrills"	<p>Thrill rides have been popular for centuries all over the world.</p> <div>  <p>Add at least one more supporting detail</p> </div>	<p>- In the 1600s, "gravity rides" were popular in Russia during the winter. These were ice-covered ramps that you would ride down using a sled.</p>
"Skilled Engineers"		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Answer the question by writing a sentence stating the central idea of the whole article in the space below.

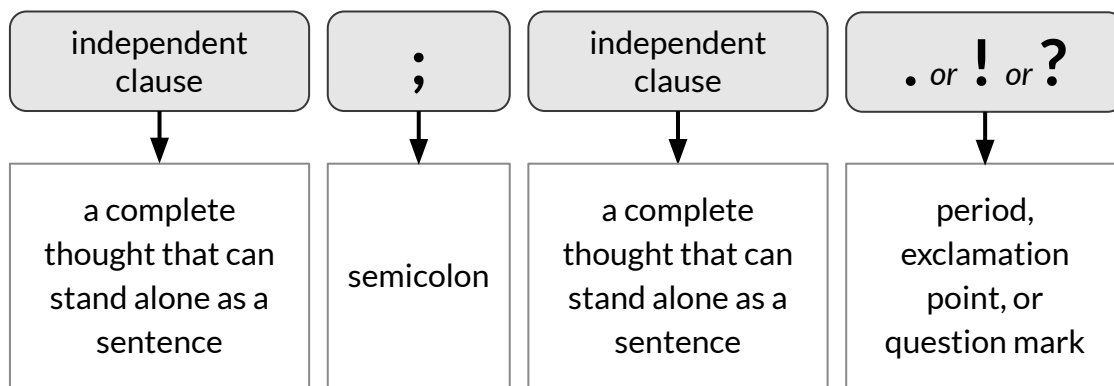
COMPOUND SENTENCES

A compound sentence connects shorter sentences to show relationships between ideas.

A compound sentence can be arranged like this:



A compound sentence can also be arranged like this:



Examples

- | | |
|------------|--|
| for | I didn't respond to your text, for my phone's battery ran out. |
| and | I have a soccer game today, and my sister has choir practice. |
| nor | I've never seen that movie, nor have I read the book it is based on. |
| or | Do you want to watch Star Wars, or would you prefer Star Trek? |
| ; | It started to rain; I went back to the house to get my raincoat. |

You try it!



1.

independent clause 1

that restaurant serves
great cheeseburgers

independent clause 2

its pizza isn't very good

On the lines below, write a sentence that includes the two independent clauses above. Connect them with a coordinating conjunction. Be sure to include the necessary capitalization and punctuation.

2.

independent clause 1

Katie hates getting up
early

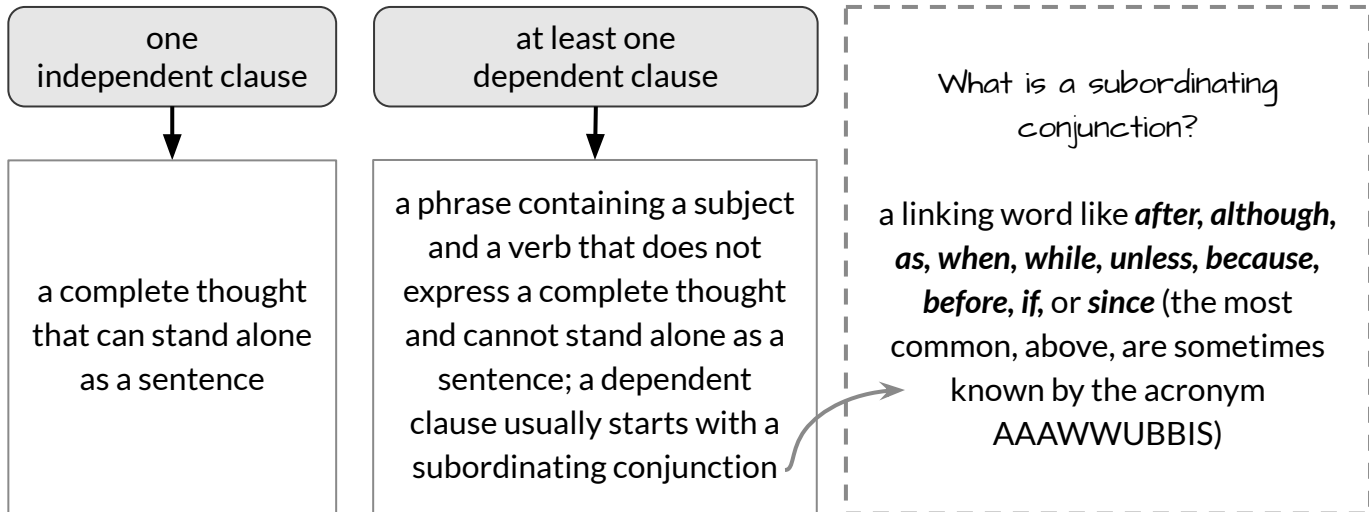
independent clause 2

- A. Fill in the box on the right with another independent clause. It should relate to the one provided in the box on the left.
- B. Write a sentence that includes both independent clauses—the one we gave you and the one you wrote. Connect them with a coordinating conjunction OR a semicolon. Be sure to include the necessary capitalization and punctuation.

COMPLEX SENTENCES

A complex sentence enables a speaker or writer to express more than one idea in a sentence.

A complex sentence includes:



Examples

Read the pairs of complex sentences below. The independent clauses are bolded. (Note: Each of the complex sentences below has just one dependent clause. A complex sentence can have more than one dependent clause—but we are focusing on the “basic model” here.)

*After I cleaned the toilet, **I mopped the floor.***
***I mopped the floor** after I cleaned the toilet.*

*Because I stayed up late last night playing video games, **I am tired today.***
***I am tired today** because I stayed up late last night playing video games.*

*When I walked into the house, **the smell of fresh-baked cookies filled my nose.***
***The smell of fresh-baked cookies filled my nose** when I walked into the house.*

*If I don't clean my room, **I can't go to the movie tonight.***
***I can't go to the movie tonight** if I don't clean my room.*



Note that when the dependent clause begins the sentence, you need a comma.
 When the dependent clause ends the sentence, you don't.



You try it!



1. Write a complex sentence that starts with a dependent clause. Use this formula:

dependent clause that starts with a
subordinating conjunction
(AAAWWUBBIS)

,

independent
clause

. or ! or ?

2. Write a complex sentence that starts with an independent clause. Use this formula:

independent clause

dependent clause that starts with a
subordinating conjunction
(AAAWWUBBIS)

. or ! or ?

Name: _____

USING COLONS AND SEMICOLONS

Colons and **semicolons** are two types of punctuation that serve very different purposes. Here are a few ways to use these powerful tools in your writing.

This is a colon:

•
•

A COLON CAN ...

introduce a list

I like my pizza with an odd combination of toppings: pineapple, jalapeño, and anchovies.

introduce a quote after an independent clause

Then the villain uttered his final words: "You'll pay for this!"

Taylor Swift said it best: "Shake it off."

add emphasis or call attention to what comes after it

She had one love: Ohio State football.

There was one thing writer Jason Reynolds didn't like doing as kid: reading.

This is a semicolon:

•
;

A SEMICOLON CAN ...

connect two closely related sentences

A killer whale isn't actually a whale; it's the largest member of the dolphin family.

Let's go to the library to do our research; Monday mornings are quiet there.

separate units in a series when one or more of the units contain commas

Juan has opened bakeries in Dallas, Texas; Portland, Maine; and Richmond, Virginia.

I'm having lunch with my mom; my older brother, Neil; my cousin, Fern; and my grandma.

CHECK YOUR UNDERSTANDING

For each sentence on the left, check the box that describes how the colon or semicolon is used.

This sentence ...

1. In my mind, there's no question what the best superpower would be: flight.
 - ☐ uses a semicolon to connect two closely related sentences.
 - ☐ uses a colon to introduce a quote after an independent clause.
 - ☐ uses a colon to add emphasis to what comes after it.
2. Erika will be arriving later; she has a dance class until 6:00.
 - ☐ uses a semicolon to connect two closely related sentences.
 - ☐ uses a colon to add emphasis to what comes after it.
 - ☐ uses semicolons to separate units in a list when one or more of the units contain commas.
3. Liam is making three different kinds of cupcakes: chocolate with vanilla frosting, lemon with lemon frosting, and banana with strawberry frosting.
 - ☐ uses a colon to introduce a list.
 - ☐ uses a colon to add emphasis to what comes after it.
 - ☐ uses semicolons to separate units in a list when one or more of the units contain commas.
4. Alex cleared her throat and told us her big news: "I won four free tickets to see BTS!"
 - ☐ uses a semicolon to connect two closely related sentences.
 - ☐ uses a colon to add emphasis to what comes after it.
 - ☐ uses a colon to introduce a quote after an independent clause.
5. We have three dogs: Maggie, a cattle dog; Rufus, a pit mix; and Pickles, a mix of who knows what!
 - ☐ uses a colon to introduce a list.
 - ☐ uses a colon to introduce a quote after an independent clause.
 - ☐ uses semicolons to separate units in a list when one or more of the units contain commas.

Psst! There are TWO correct answers for this one.

LET'S PRACTICE!

Refer to the model sentences on the previous pages to help you as you compose sentences using colons and semicolons. Pay special attention to when to use capital letters.

1. **Combine the two sentences below using a semicolon.**

I order the Go-Go Bananas at Smoothie Universe. My brother prefers the Chocolate Bomb.

2. **Read the sentence below.**

There's so much to love about summer: sleeping in, watching fireflies, and swimming.

Now compose a sentence about what you like or dislike about a different season, using a colon to introduce a list. (Remember, what comes before the colon should be a complete sentence.)

3. **Compose a sentence about riding the bus that contains a semicolon.** (Remember, a semicolon connects two complete sentences.)
4. **Compose a sentence that introduces a song lyric or quote using a colon.** (Remember, what comes before the colon should be a complete sentence.)
5. **Compose a note to your media specialist requesting books on the musicians below. Use semicolons to separate the items in the series.**

Louis Armstrong, trumpeter and vocalist

Duke Ellington, pianist

Billie Holiday, vocalist

Name: _____ Date: _____

USING PRECISE WORDS

Choosing words that are precise and descriptive helps you communicate your ideas clearly.
It will also make your writing more interesting.

1. Consider this paragraph:

A form of "run" appears six times!

*I saw my brother, Cal, **running** down the street waving his arms. I **ran** after him, yelling, "Why are you **running**?" He called back, "I'm **running** after the dog. She stole my hat and **ran** away!" It must have been a great hat. I've never seen Cal **run** so fast.*

2. How could the paragraph be improved?



Look for places where the language could be more specific.

Was Cal sprinting, speeding, or racing? Did the speaker rush or tear after him? Did the dog dart, bolt, or trot away? Think about how each of these words conveys a different meaning.



Use a thesaurus to find other words for **run**.

Remember, though: A thesaurus gives words that have *similar* meanings, not the *same* meanings. Be sure to look up unfamiliar words.

3. Now read it. Better, right?

*I saw my brother, Cal, **sprinting** down the street waving his arms. I **tore** after him, yelling, "Why are you **running**?" He called back, "I'm **chasing** after the dog! She stole my hat and **bolted**!" It must have been a great hat. I've never seen Cal **move** so fast.*

Directions: Read the paragraph below. Then rewrite it, looking for places where you can be more specific or substitute other words for *great*.

I had a **great** time with my family on Saturday. My dad made us a **great** breakfast of blueberry pancakes. Then we all went to the park. The weather was **great**, and our dog, Robert, had a **great** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **great**! For supper, we ordered pizza from Joe's. Their pizza is **great**!

Name: _____

VARY YOUR SENTENCES

When every sentence in a paragraph is the same length, the reader gets bored. When every sentence in a paragraph starts with the same words, the reader gets bored. When every sentence in a paragraph has the same rhythm, the reader gets bored. When every sentence . . . well, you get the point. To add **pizzazz** to your writing, mix things up!

Go to the next page to find out how ---->>>

#1

Add an adverb to the beginning of a sentence.

Eli picked up his clothes off the floor and threw them in the closet.

Hurriedly, Eli picked up his clothes off the floor and threw them in the closet.

#2

Combine sentences.

Siberian tigers are the world's largest cats. Siberian tigers are among the most-endangered species.

Siberian tigers, the world's largest cats, are among the most-endangered species.

4 Ways to Add **VARIETY** to Your Sentences

#3

Link two sentences to form a compound sentence.

The water was freezing cold.
Seth and Grace dove in anyway.

The water was freezing cold, but Seth and Grace dove in anyway.

#4

Move a prepositional phrase to the beginning of a sentence.

Peter mixed the cake batter with a large wooden spoon.

With a large wooden spoon, Peter mixed the cake batter.

Directions: Read the paragraph below. Then rewrite it in the blank box, so that the sentences vary in length, structure, and rhythm. Use the tips on the previous page to help you.

We went to the mountains last weekend. We brought a lot of stuff. We brought skis. We brought hot cocoa. We brought snow boots. We brought firewood. We brought board games. My mom put sunscreen all over us. My mom said you can get a sunburn in winter. You get burned when the sun reflects off the snow. My mom said that it's important to protect our skin. My mom used the kind of sunscreen that doesn't blend into your skin. We all looked silly. We had a lot of fun anyway.

Designing for Difference Contest

Read our article about Cara Mailey. Then follow the prompts in the circles to revise and polish the writing. Send your revised article to Designing for Difference Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ word choice
- ✓ clarity
- ✓ sentence structure
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

Parent's or legal guardian's phone number: _____

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: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY April 17, 2023.

**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.*