

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

# THEN OR THAN?

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

## THEN

Use **THEN** when you're talking about time. It can mean "next" or "at that time":

*First wash your hands, **then** set the table.*

*My life was a lot simpler back **then**.*

**THEN** is also used in "if/then" statements:

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

## THAN

Use **THAN** when you're making a comparison:

*Simon is older **than** Sebastian.*

*Emily's video got more **than** 12 million views.*

The phrase "**OTHER THAN**" is used to mean "except" or "apart from":

*Other than soccer practice, I have no plans.*

**Directions:** Circle the correct boldfaced word in each sentence.

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

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

---

**Directions:** Combine each pair of sentences below into a single sentence using *than* or *then*.

10. Sam ran fast. Ashley ran faster.

---

---

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

---

---

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

---

---

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

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

# Vocabulary

## Rescue in the Rainforest

1. **canopy** (KA-nuh-pee) *noun*; As it is used in the article, *canopy* refers to the “roof” formed by the overlapping branches and leaves near the tops of trees in the rainforest. The canopy receives a lot of sunlight and rain. More species live in the canopy than in any other part of the rainforest.
2. **catastrophic** (ka-tuh-STRAH-fik) *adjective*; A catastrophe (kuh-TA-struh-fee) is a terrible disaster that causes great suffering or damage. A flood that destroys homes and crops is a catastrophe.

*Catastrophic* means “involving or causing great damage or suffering,” as in “The Red Cross helped the community recover from the catastrophic fire.”

3. **deforestation** (dee-fawr-uh-STEY-shuhn) *noun*; Deforestation is the clearing of forest land by humans. Throughout history, forests have been removed for reasons such as growing crops and allowing livestock to graze, making space for buildings, and obtaining fuel.
4. **fragmentation** (frag-muhn-TEY-shuhn) *noun*; A fragment (FRAG-muhnt) is a part of something that has broken off or detached, as in “Fragments of the broken vase lay on the floor.” As a verb, *fragment* means “to collapse or break into fragments.”

Fragmentation is the process or state of being broken into small or separate parts.

5. **rehabilitation** (ree-huh-bih-luh-TEY-shuhn) *noun*; The verb *rehabilitate* (ree-huh-BIH-luh-teyt) means “to restore something that’s been damaged to its former condition” or “to provide therapy or training to someone to restore them to good health.” A town might decide to rehabilitate an old wooden bridge. A veterinarian might use medication to rehabilitate a sick horse.

Rehabilitation is the act or process of rehabilitating. After an injury, a person might go to physical therapy as part of their rehabilitation.

**6. zoologist** (zoh-AH-luh-jist) *noun*; Zoology (zoh-AH-luh-jee) is the study of the animal kingdom.

A zoologist is a specialist in zoology. Zoologists study animals both in the wild and in captivity. Do zoologists work at zoos? Some of them do. Others work in laboratories, universities, wildlife centers, national parks, aquariums, or outdoors in nature.

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

## Vocabulary Practice

### Rescue in the Rainforest

---

**Directions:** Choose the the word that is LEAST similar in meaning to the bolded word.

- |                        |                          |
|------------------------|--------------------------|
| 1. <b>catastrophic</b> | 2. <b>rehabilitation</b> |
| a. destructive         | a. recovery              |
| b. disastrous          | b. survival              |
| c. successful          | c. healing               |
| d. complex             | d. damage                |
- 

**Directions:** Choose the best ending to each sentence.

3. **The canopy of a forest** \_\_\_\_\_.  
a. is filled with branches  
b. has rich soil
4. **Fragmentation involves** \_\_\_\_\_.  
a. breaking things apart  
b. putting things together
5. **During deforestation,** \_\_\_\_\_.  
a. trees are planted  
b. trees are removed
6. **A zoologist might study** \_\_\_\_\_.  
a. oak trees  
b. monarch butterflies

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

# Close-Reading Questions

## "Rescue in the Rainforest"

---

1. Why did Snow White begin to starve? (key ideas)

2. In the introduction, author Mackenzie Carro writes that Snow White "likely fell from her tree." What does the word *likely* tell you? (interpreting text)

3. What are some of the dangers sloths face as a result of human activity? (key ideas)

4. How does the death of one sloth affect its ecosystem? (cause and effect)

5. What steps does The Sloth Institute (TSI) take to protect sloths in Costa Rica?  
(key ideas)

6. Compare and contrast Snow White at the beginning and end of the article, focusing on the sections "The Rescue" and "Fairy-Tale Ending?" (compare and contrast)

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

# Critical-Thinking Questions

## "Rescue in the Rainforest"

---

1. How can people change their behavior to better protect the world's creatures and the places in which they live?

2. Why is it important to protect sloths?

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

# Video Discussion Questions

## Behind the Scenes: "Rescue in the Rainforest"

---

1. Mackenzie Carro says she had to be sure to draw information only from "credible" sources. Based on context clues, explain what a credible source is.
2. What is the mood, or feeling, of the section that describes Manuel Antonio (4:07 to 4:46)? How do the narration, music, and visuals help create this mood?
3. Carro says it took "many drafts and many rounds of feedback and edits" from her fellow editors to get her story right. What point is she making about the writing process?

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

# Saving Sloths

**Directions:** Read "Rescue in the Rainforest." Then use this planner to help you respond to the prompt that appears at the end of the article.

## 1. Why are sloths important?

List reasons using bullet points.

## 2. Why are rainforests important?

List reasons using bullet points.

**Now you're ready to write! Here are some tips:**

**PSA**

(public service announcement)

- Remember, a video PSA is meant to raise awareness to change public attitudes or behaviors. Think about the tone you want for your PSA. Will it be dramatic? Informational? Inspiring?
- Will there be narration? Music?
- Use the information you wrote in Questions 1 and 2 to support your message. Think about which details will have the biggest impact on your viewers.

**POSTER**

- Write an attention-grabbing message that will make people want to read your poster.
- What will your main image be—a photo or an illustration? Will there be any additional images or other visual elements?
- Avoid using too much text. Include only the most important information from Questions 1 and 2.

**POEM**

- Remember to give your poem a title.
- You don't have to include *everything* from Questions 1 and 2, just the parts that feel important and inspiring to you.
- Incorporate imagery—vivid language that speaks to the five senses.
- It doesn't have to rhyme.
- Read, reread, and edit your poem. (Read it aloud!)

# CHOICE BOARD

## "RESCUE IN THE RAINFOREST"

Why is protecting sloths and the places where they live important? Create a PSA, a poster, or a poem that answers this question.

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

Study the slideshow "Creatures of the Rainforest." Then choose a creature to research further: Does this creature face challenges similar to those faced by sloths? What role does this creature play in its ecosystem? What fascinating facts about this creature will stick with you? Present your findings in a format of your choosing.

Write a letter to the staff at The Sloth Institute. Here are some ideas for what to include in your letter: You could thank them for their work with sloths. You could tell them why you think that their work is important. You could share what Snow White's story made you think about or what it made you question.

Using information in the article and video, create an illustrated children's book that teaches young readers about sloths and why we should care about them.

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 "Rescue in the Rainforest."

1. Who is the article mainly about?  
Where does the story take place?

2. What is the main problem the subject of the article faced?

3. What was done to help solve this problem? How did things turn out?

4. What bigger problem—beyond just the subject of the article—does the author describe?

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

**Directions:** Write an objective summary of “Rescue in the Rainforest.” Use the information in your answers from questions 1-5. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

## Summary of “Rescue in the Rainforest”

[illegible]

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 "Rescue in the Rainforest."

In a Costa Rican rainforest, a young sloth named Snow White was in trouble  
after \_\_\_\_\_.

She grew malnourished and sick, and likely fell from a tree. Thankfully, an  
organization called The Sloth Institute (TSI), which \_\_\_\_\_  
\_\_\_\_\_, took Snow White in.

Thanks to TSI, Snow White \_\_\_\_\_  
\_\_\_\_\_. But sloths in Costa Rica and other  
countries continue to face serious threats, including \_\_\_\_\_  
\_\_\_\_\_.

For sloths to be safe, \_\_\_\_\_  
\_\_\_\_\_.

*What event occurred when Snow White was a weanling that put her in trouble?*

*What is the main thing TSI does?*

*What happened to Snow White at the end of the article?*

*What are some of the biggest threats sloths face?*

*What needs to happen to save sloths?*

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 "Rescue in the Rainforest."**

**1.** Read the title and the subtitle on page 4. What mood do they create?

---

---

---

---

---

**2.** Look at the map on page 6. What information is emphasized? What does it help you understand?

---

---

---

---

---

**3.** Read the sidebar "Sloth Superpowers" on page 7. What "superpower" do you find most interesting? Why do you think the author included this information?

---

---

---

**4.** Read the sidebar "Why Rainforests Matter" on page 10. List three questions that could be answered with information from the sidebar.

---

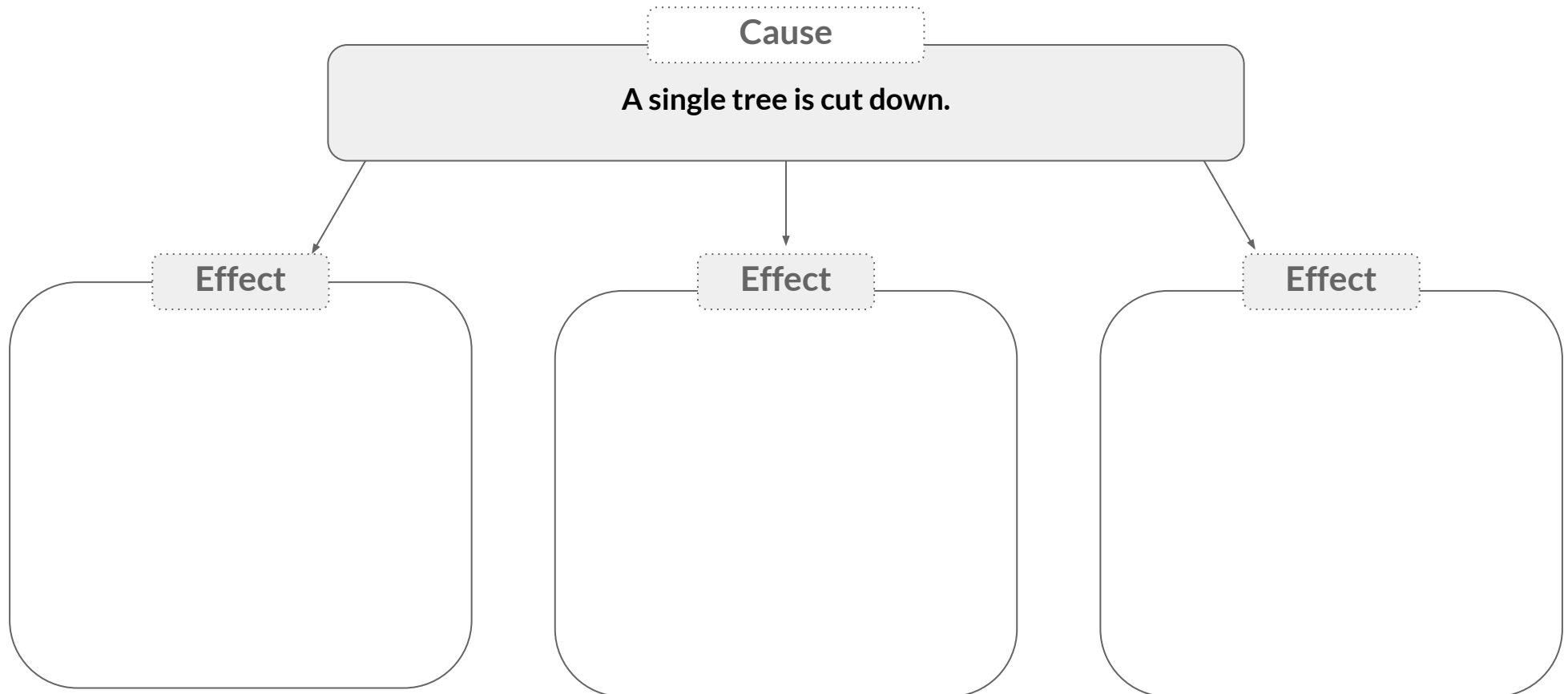
---

---

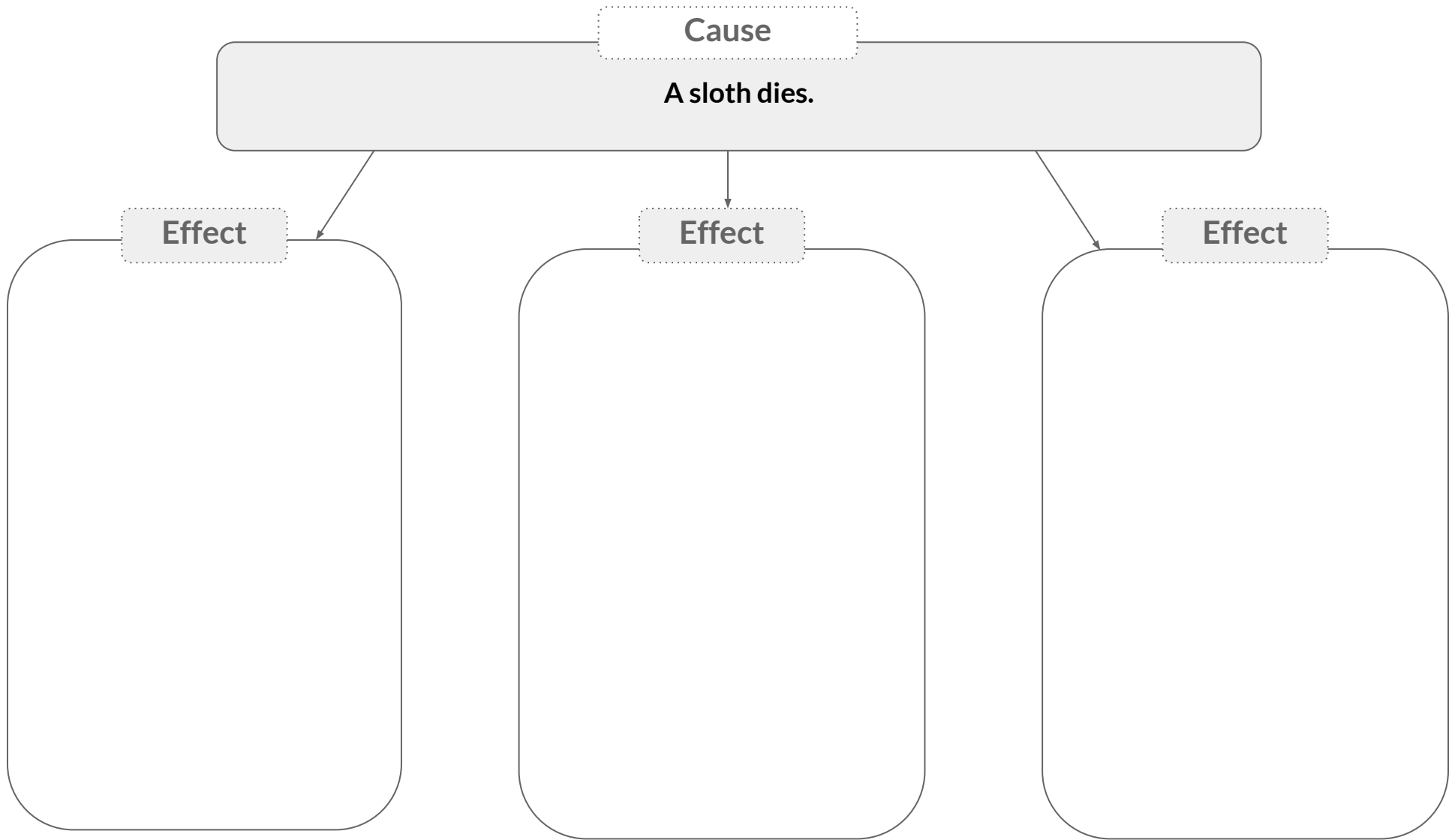
Name: \_\_\_\_\_

# EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, PROBLEM/SOLUTION, DESCRIPTION

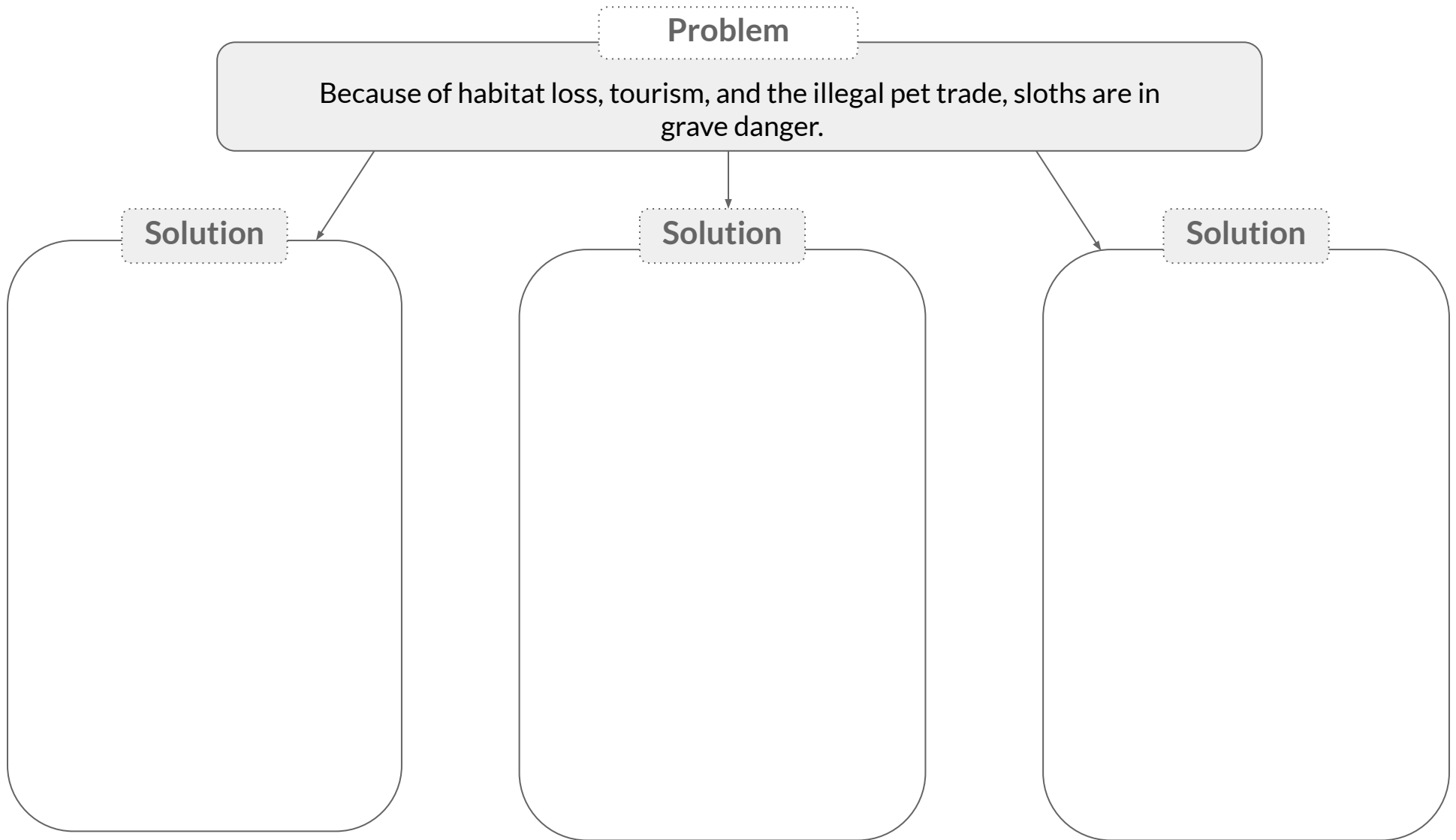
**Directions:** Read "Rescue in the Rainforest." Then complete this activity to organize information in the article using text structures.



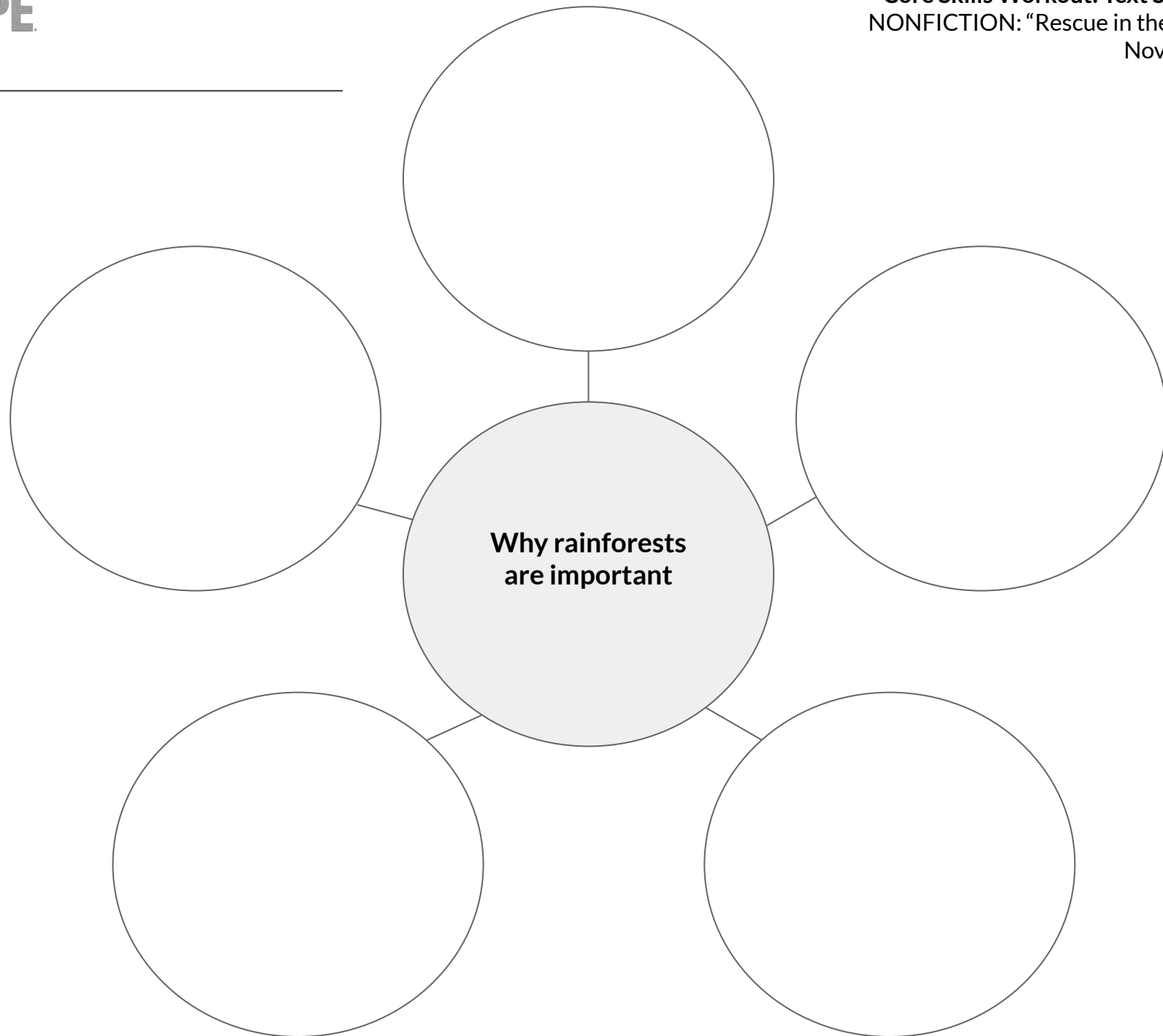
Name: \_\_\_\_\_



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



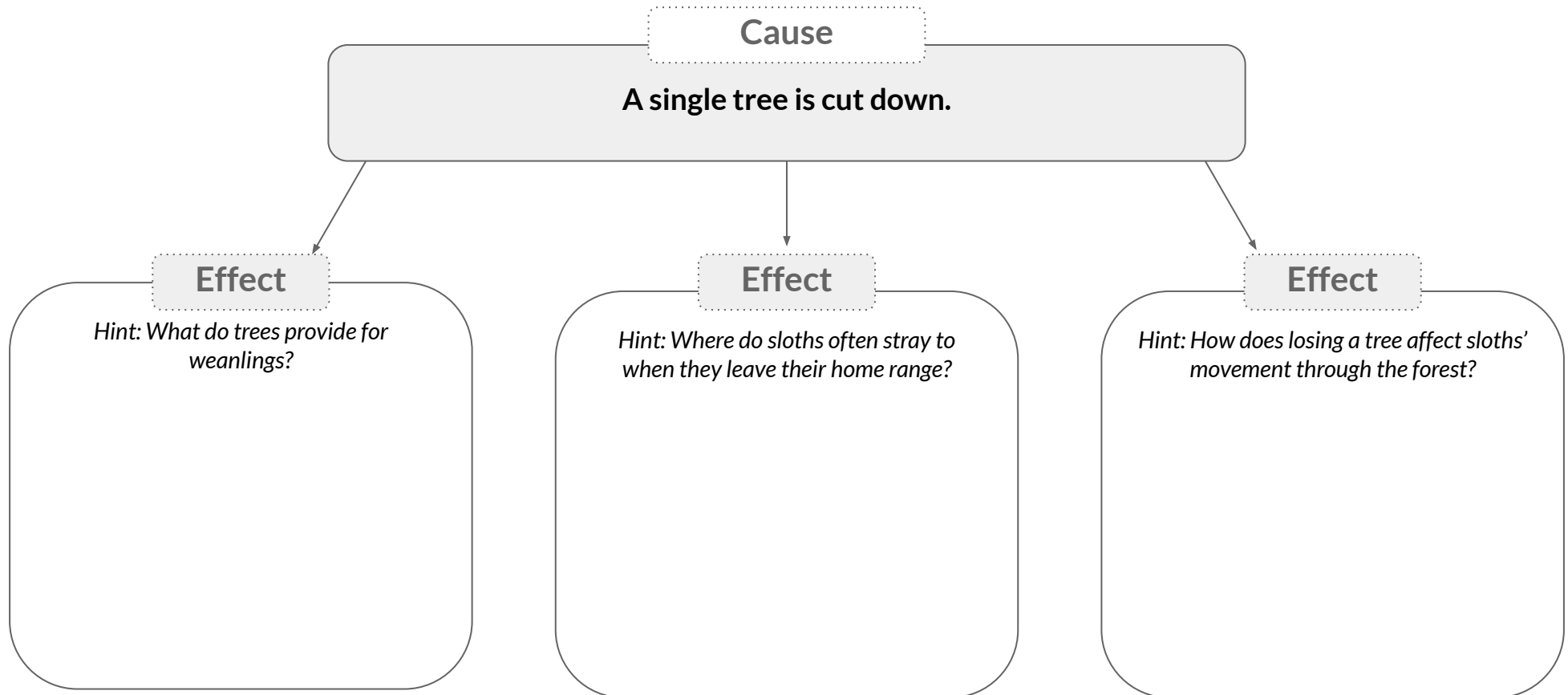
Name: \_\_\_\_\_



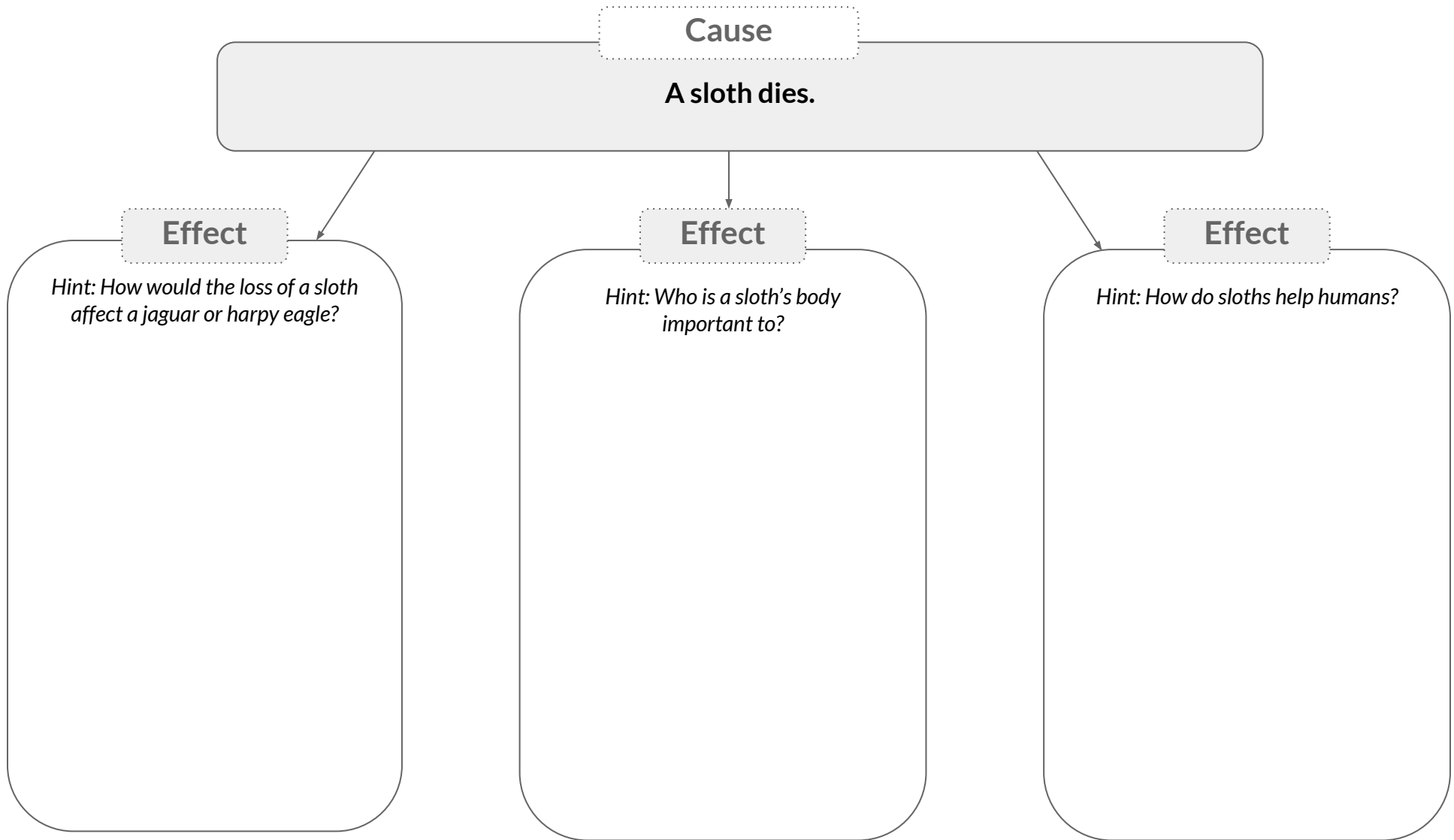
Name: \_\_\_\_\_

# EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, PROBLEM/SOLUTION, DESCRIPTION

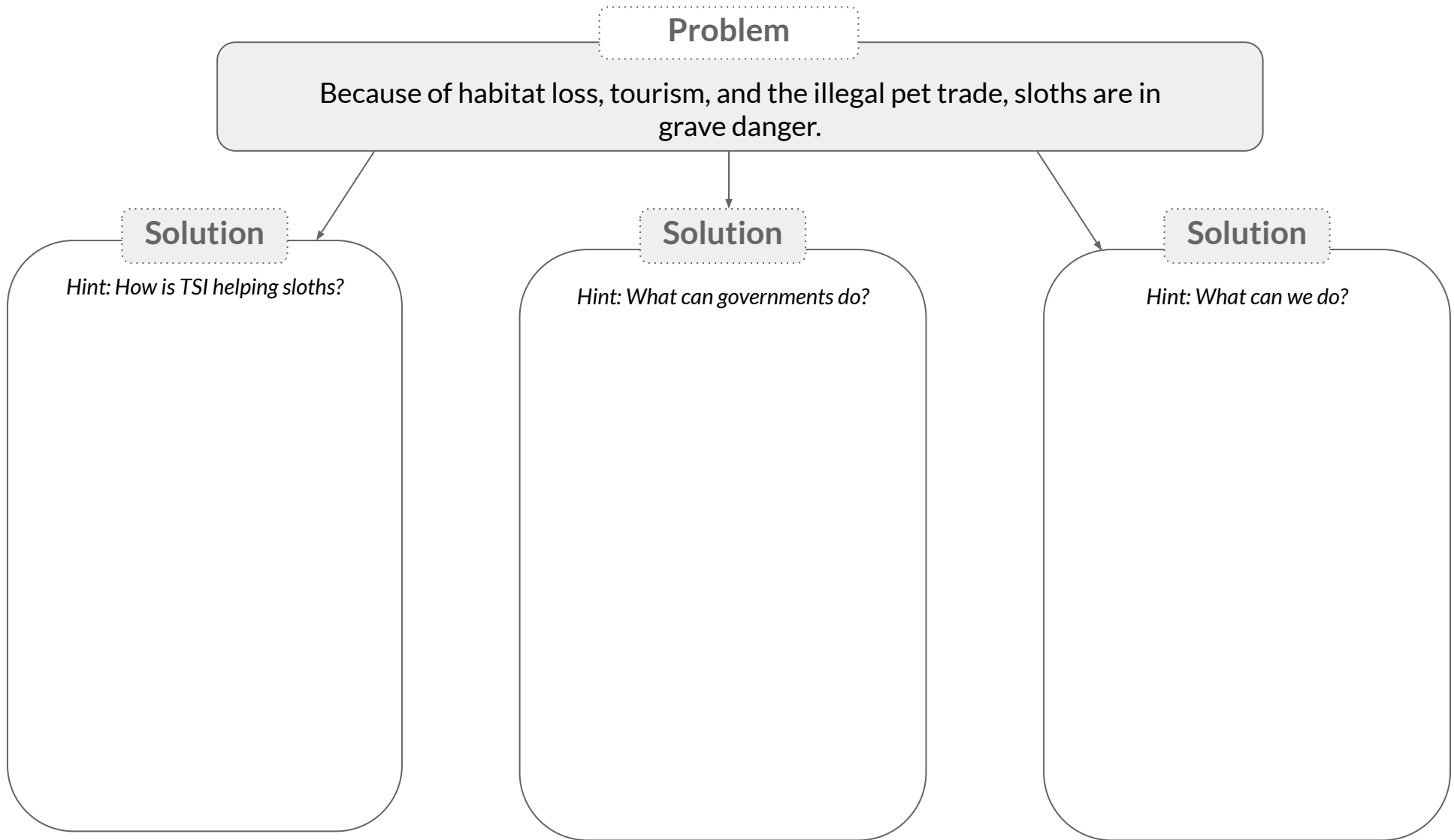
**Directions:** Read "Rescue in the Rainforest." Then complete this activity to organize information in the article using text structures.



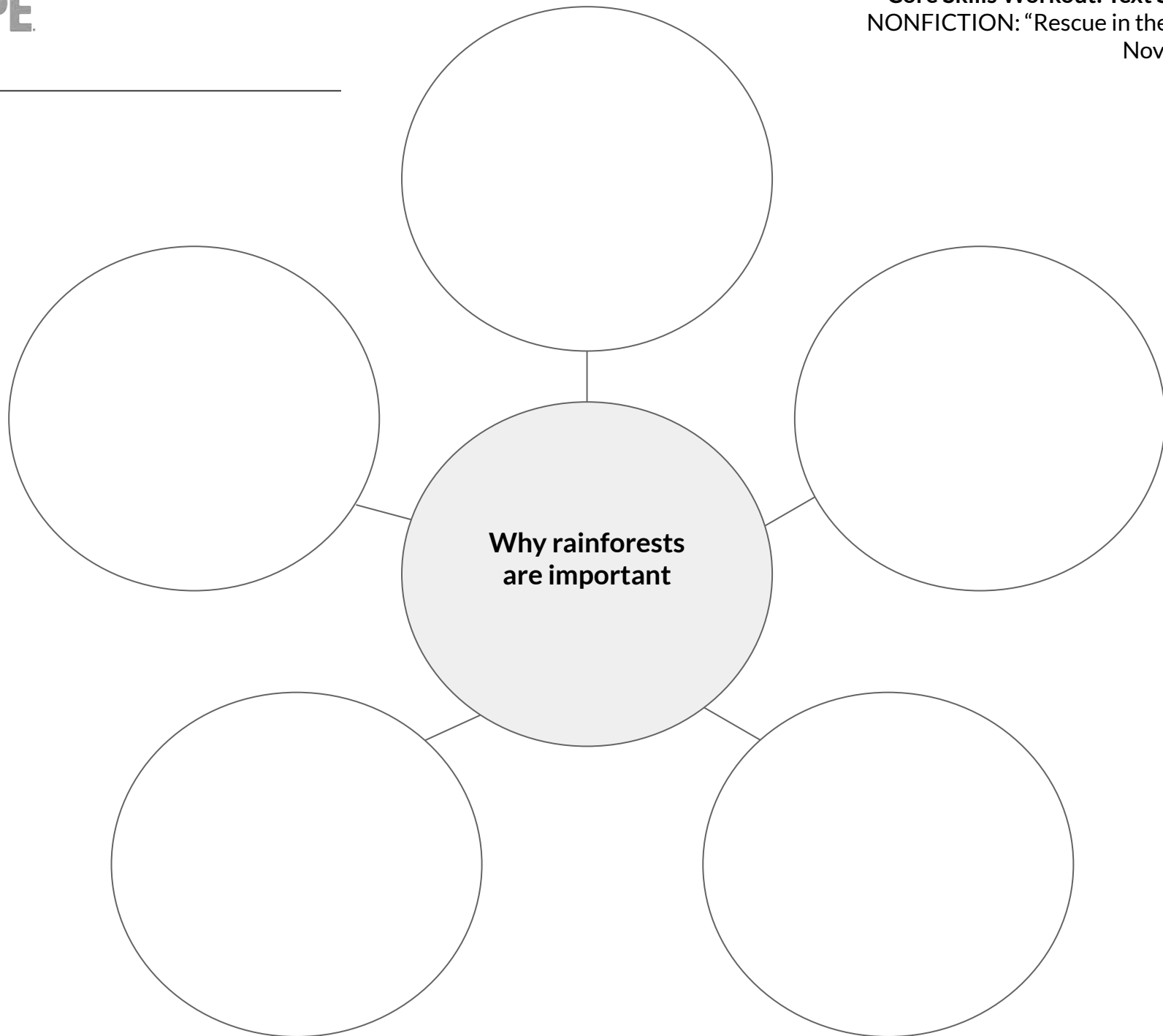
Name: \_\_\_\_\_



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



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



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

## “Rescue in the Rainforest” Quiz

Directions: Read “Rescue in the Rainforest” from the November issue of *Scope*.  
Then answer the questions below.

- In the introduction, author Mackenzie Carro writes, “Snow White lay motionless on the forest floor. The tiny sloth was dangerously cold, her breath weak. Alone and unconscious, she hovered near death.” The mood of these lines is \_\_\_\_\_.  
 A. peaceful  
 B. suspenseful  
 C. infuriated  
 D. hopeful
- Carro writes, “Only months before, Snow White had been a thriving baby, her limbs wrapped tightly around her mother’s hairy waist as the pair made their way through the treetops of Manuel Antonio, in Costa Rica.” What is the definition of *thriving*?  
 A. not having or showing good health  
 B. lacking good judgment  
 C. growing or developing well; flourishing  
 D. of a size that is less than normal or usual
- The section “Complex Ecosystems” \_\_\_\_\_. Choose THREE.  
 A. helps readers understand why a single sloth’s life is so important  
 B. explains how other animals and organisms depend on sloths  
 C. explains why sloths are so popular in American culture  
 D. helps readers understand why TSI exists
- According to the article, what dangers do sloths face? Choose THREE.  
 A. unwanted attention from tourists  
 B. the illegal pet trade  
 C. habitat loss  
 D. toucans
- Carro writes, “Today, rainforests throughout Central and South America—the only places on Earth where sloths are found—are rapidly disappearing because of deforestation.” Which text feature helps readers better understand deforestation?  
 A. “Why Rainforests Matter”  
 B. “Saving Sloths”  
 C. “Where Sloths Live”  
 D. “Sloth Superpowers”
- Which question is NOT answered by information in the article?  
 A. What role do sloths play in the rainforest ecosystem?  
 B. How many species of sloths are there in the world?  
 C. What is TSI’s method for helping rehabilitated sloths transition back to the wild?  
 D. Are there organizations like TSI in other countries?

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

## Constructed-Response Questions

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

7. How are sloths being protected in Costa Rica? Use text evidence to support your answer.
8. How does the destruction of rainforests affect sloths? The planet? Use text evidence to support your answer.

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

## “Rescue in the Rainforest” Quiz

Directions: Read “Rescue in the Rainforest” from the November issue of *Scope*.  
Then answer the questions below.

- In the introduction, author Mackenzie Carro writes, “Snow White lay motionless on the forest floor. The tiny sloth was dangerously cold, her breath weak. Alone and unconscious, she hovered near death.” The mood of these lines is \_\_\_\_\_.  
A. peaceful (full of quiet and calm)  
B. suspenseful (a state of uncertainty)  
C. infuriated (very angry)  
D. hopeful (full of hope)
- Carro writes, “Only months before, Snow White had been a thriving baby, her limbs wrapped tightly around her mother’s hairy waist as the pair made their way through the treetops of Manuel Antonio, in Costa Rica.” *Thriving* most closely means \_\_\_\_\_.  
A. unhealthy  
B. silly  
C. healthy  
D. small
- The section “Complex Ecosystems” helps readers understand \_\_\_\_\_. Choose THREE.  
A. why a single sloth’s life is so important  
B. how other creatures depend on sloths  
C. why sloths have become celebrities  
D. why TSI’s work is important
- According to the article, what dangers do sloths face? Choose THREE.  
A. unwanted attention from tourists  
B. the illegal pet trade  
C. habitat loss  
D. toucans
- The sidebar “Why Rainforests Matter” supports the idea that \_\_\_\_\_.  
A. rainforests are important  
B. sloths are misunderstood creatures  
C. sloths face many threats  
D. TSI has taken important steps to protect sloths in Costa Rica
- Which is NOT a question answered in the section “Fairy-Tale Ending?”  
A. How long did Snow White’s rehabilitation take?  
B. Did Snow White return to her home?  
C. How does TSI help the sloths it rescues transition back to life in the wild?  
D. Are there organizations like TSI in other countries?

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

## Constructed-Response Questions

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

---

7. What is one step TSI has taken to protect sloths in Costa Rica? Why is this an important step? Use text evidence to support your answer.

8. How does the loss of trees affect sloths? Use text evidence to support your answer.

# Sloth Contest

Why is protecting sloths and the places where they live important? Create a PSA, a poster, or a poem that answers this question. Send your work to Sloth Contest. Three winners will each get *The Elephant Girl* by James Patterson, Ellen Banda-Aaku, and Sophia Krevoy.

## Entries will be judged on:

- ✓ use of key ideas and details
- ✓ creativity
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 19, 2022.**

*\*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

## "Welcome to 2122!" and "Predictions From the Past"

1. **ambitious** (am-BIH-shuhss) *adjective*; Ambition (am-BIH-shuhn) is a strong desire for success, honor, or power. Someone who is ambitious has ambition—in other words, they have a strong desire to achieve or succeed.

*Ambitious* can also be used to describe something that is meant to satisfy high expectations and is therefore difficult to achieve. Learning to play the guitar in six weeks would be an ambitious goal.

2. **discipline** (DIS-uh-plin) *noun or verb*; *Discipline* can refer to punishment, strict training, or self-control. *Discipline* can also mean "a branch of knowledge, typically one that is studied in higher education." To become a wildlife biologist, like the people in this photo, you need to have a degree in a related discipline, like wildlife biology or wildlife conservation.

As a verb, *discipline* means "to punish someone as a way of making sure that rules are obeyed" or "to train yourself to do something by controlling your behavior."

3. **extensively** (ik-STEN-siv-lee) *adverb*; The adjective *extensive* means "including or affecting many things; very full or complete." If Steven has extensive knowledge of '80s music, he knows a lot about '80s music. If an earthquake causes extensive damage, it causes serious damage to a large area.

*Extensively* can mean "in a way that covers or affects a large area" or "to a great or detailed degree." Athletes who want to make it into the Olympics, like Simone Biles, must train extensively.

4. **freight** (frayt) *noun or verb*; *Freight* can refer to goods or cargo carried by a ship, train, truck, or airplane. In this photo, freight is being loaded onto a plane. *Freight* can also refer to the sending of goods by one of those types of transportation, as in "Our new living room furniture was shipped by freight."

As a verb, *freight* means "to send by train, truck, airplane, or ship."

5. **monitor** (MAH-nuh-tuhr) *noun or verb*; As a noun, *monitor* refers to a person or thing that watches or checks something. During a test, a monitor may make sure that no one is cheating. A heart monitor is a machine that measures and displays a person's heart rate. *Monitor* can also refer to a video screen that displays information.

As a verb, *monitor* means "to watch or check something for a special reason." On a hot day, it's important to monitor your dog for signs of heat stroke, such as heavy panting or a lack of energy.

6. **stagnant** (STAG-nuhnt) *adjective*; Stagnant means "not flowing or moving." Stagnant water is water that is trapped or sits undisturbed for hours, days, or longer. It's often full of algae—and mosquitoes! If a room is closed up for a long time, the air inside it may become stagnant. Stagnant water or air often has a bad smell.

7. **tailor** (TEY-ler) *noun or verb*; A tailor is a person who makes or adjusts clothing to fit a particular person. If you had a pair of pants that were too big, you could have a tailor adjust them to fit you perfectly.

As a verb, *tailor* can mean "to make adjustments to clothing," as a tailor does. It can also mean "to change to fit a special need." You might tailor a dish you are making to suit a friend who is vegan by leaving out or replacing any ingredients that come from animals.

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

# Close-Reading Questions

## "Welcome to 2122!"

---

1. How do authors Adee Braun and Kristin Lewis seem to feel about the future? How do you know? (tone)

2. How do the authors and editors make the article easy for readers to follow? (text structure, text features)

## **"Predictions From the Past"**

- Would destroying all pests have been a good solution? Why or why not?
- What do "condensed words" and "condensed ideas" remind you of?
- Where do our fruits and vegetables come from?
- What part of the prediction about tubes delivering packages turned out to be true?

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

# Critical-Thinking Questions

## "Welcome to 2122!" "

---

1. If aliens were to come to Earth and read these three texts, would they conclude that humans are generally pessimistic or optimistic? Why?

2. Predictions about the future reveal a lot about us—our values, our worries, and our hopes and dreams. Choose one prediction from "Welcome to 2122!" and explain what that prediction reveals about us.

3. The authors of "Welcome to 2122!" state that throughout human history, some of our dreams about the future have been shockingly accurate, some have been ambitious, and some hilariously weird. Which of the predictions in "Welcome to 2122!" do you think will fall into the category of shockingly accurate, ambitious, or hilariously weird?

4. "Welcome to 2122!" describes multiple new technologies that would be beneficial to us. You could argue that technology can also have negative aspects. What are some possible negative aspects of the predicted developments in technology?

5. Think about novels you've read that are set in the future (*The Giver* and the Hunger Games series, for example). Compare the view of the future presented in these novels with the view of the future presented in these three texts.

6. Do you think making predictions about the future is important? Why or why not?

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

# Welcome to 2122

**Directions:** Read "Welcome to 2122!," "Predictions From the Past," and "What is yet to be is but a guess . . ."  
Then use this planner to help you respond to the prompt that appears at the end of the feature.

**Use these questions to help you brainstorm:**

How do you wake up?

What do you eat for breakfast?

How do you get to school?

What do you learn about in school?

How do you communicate with your friends?

What do you do in your free time?

Describe the world around  
you. What do you see?  
Hear? Smell? Feel?

What problems have been  
solved?

What new problems exist?

What great discoveries  
have been made?

What do we know about  
space that we didn’t know  
in 2022?

Do you have predictions  
about the future that you’d  
like to incorporate? (They  
can fall into categories like  
those in the  
articles—health, food,  
communication,  
transportation,  
entertainment, etc.—or  
they can fall into categories  
not mentioned in the  
articles.)

# CHOICE BOARD

## "WELCOME TO 2122!"

Imagine that you wake up tomorrow and it's the year 2122. Describe your day in detail. Use the articles and the poem as inspiration.

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

Choose one prediction for the future from "Welcome to 2122!" to analyze. If that prediction comes true, do you think it will be mostly good for society or not? Explain.

Answer these three questions in a short essay:

1. How can anticipating the future help us solve problems in the present?
2. What present-day problem **not mentioned** in the first article do you hope will be solved by the year 2122?
3. How do you think we should solve that problem?

Write a short science fiction story set in the year 2122. The conflict should center on one of the predictions from the first article. Whether or how the conflict is resolved is up to you.

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

# Poetry Analysis

## "What is yet to be is but a guess . . ."

---

1. Who is the "we" in lines 2 and 6?

2. Lines 1 and 2 say that "and so the universe asks,/we chant yes, yes, yes." Identify the lines in the poem that say what the universe is asking. In your own words, explain what the universe is asking.

3. What do you think the speaker means by "there is both dreaming/and waking in the dark"? What might the dark represent?

4. The fourth stanza states that "the world watches" the compass, the map, the microscope, the telescope, and the sketch. What kinds of items are these? What could the world learn from watching them?

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

5. Where in the poem is space mentioned? What is the connection between the future and outer space? Why might the poet talk about space in a poem about "what is yet to be"?

6. Why do you think the poet chose the verbs *scrawled* and *scratched*? What feelings do they evoke?

7. The title and the last line of the poem are the same: "What is yet to be is but a guess." Put this idea into your own words.

8. What do you think the speaker's attitude about the future is? Explain.

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

## POETRY ONE-PAGER

**Directions:** Create a poetry one-pager for "What is yet to be is but a guess . . ." (A one-pager is a single page that displays your understanding of a topic or a text using a mix of handwriting, drawings, shapes, and other visual elements of your choosing.) Below is a checklist of what your one-pager should include. You can decide where things are placed on the page.

☐

**Title:** Write the title of the poem.

☐

**Poet:** Include the poet's full name.

☐

**Illustrations:** Illustrate key imagery and symbols in the poem. Be sure to explain what any symbols represent.

☐

**Connections and Questions:** Can you make any connections to this poem—to your own life, to other texts, and/or to the world? What does this poem make you wonder about? Record these thoughts in complete sentences.

☐

**Topic/Theme:** Write the topic of the poem in a word or phrase. Then write a theme statement: a sentence that explains what this poem suggests about that topic. (*Ask yourself: What is the speaker's attitude about the future?*)

☐

**Favorite or most important line:** Spotlight a line that you find particularly meaningful, important, or striking. Then put the line in your own words.

☐

**Poem summary:** Summarize the poem in your own words.

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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read "Welcome to 2122!"  
Then complete this activity to practice finding  
and using text evidence.

Let's get started!



1. Drag a ✓ onto the piece of text evidence that supports the claim below.

Claim

Predicting the future is valuable.

Claim

A. “Rather than texting and video chatting, you’ll be able to send thoughts directly from your brain into your friends’ brains!”

B. “In fact, it’s become an important discipline, essential to the work of government officials and business leaders around the globe.”

C. “Others have been hilariously weird—like that by 2022, animals would be doing all our chores.”

D. “Space travel will be commonplace, like going to the beach or park.”

2. Read the lines below from the articles. Drag a ✓ onto the claim they both support.

**Text Evidence 1:**

“That’s why insects will be a major part of your diet. They’re packed with protein and take far fewer resources to raise than traditional sources of protein, like chickens and cows.”

**Text Evidence 2:**

“Whatever you flush will be recycled and turned into energy to heat and cool your home.”

**Claim**

**A.** It’s impossible to predict the future.

**B.** We will do less harm to the environment in the future.

**C.** We will spend too much time online in the future.

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

*Claim*

**The authors of “Welcome to 2122!” sound excited about what the future holds.**

*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:**  
*Will the predicted developments in virtual reality be beneficial?*

### Tips

- State your claim.
- Support your claim with a piece of text evidence. (*As Braun and Lewis explain, \_\_\_\_.*)
- Explain how the evidence supports your claim. (*This shows that \_\_\_\_.*)

### Your Paragraph

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

# FINDING TEXT EVIDENCE

**Directions:** Read "Welcome to 2122!"  
Then complete this activity to practice finding  
text evidence.

*Let's get started!*



1. Drag a ✓ onto the piece of text evidence that supports the claim below.

Claim

Predicting the future is valuable.

Claim

A. “Rather than texting and video chatting, you’ll be able to send thoughts directly from your brain into your friends’ brains!”

B. “In fact, it’s become an important discipline, essential to the work of government officials and business leaders around the globe.”

C. “Others have been hilariously weird—like that by 2022, animals would be doing all our chores.”

D. “Space travel will be commonplace, like going to the beach or park.”

2. Read the lines below from the articles. Drag a ✓ onto the claim they both support.

**Text Evidence 1:**

“That’s why insects will be a major part of your diet. They’re packed with protein and take far fewer resources to raise than traditional sources of protein, like chickens and cows.”

**Text Evidence 2:**

“Whatever you flush will be recycled and turned into energy to heat and cool your home.”

**Claim**

**A.** It’s impossible to predict the future.

**B.** We will do less harm to the environment in the future.

**C.** We will spend too much time online in the future.

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

*Claim*

**The authors of “Welcome to 2122!” sound excited about what the future holds.**

*Claim*

**Text Evidence:**

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

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

## Paired Texts Quiz

**Directions:** Read “Welcome to 2122!,” “Predictions From the Past,” and “What is yet to be is but a guess . . .” from the November issue of *Scope*. Then answer the questions below.

1. In “Welcome to 2122!,” authors Adea Braun and Kristin Lewis’s tone could best be described as \_\_\_\_\_.
  - A. concerned
  - B. enthusiastic
  - C. indifferent
  - D. unsure
2. Which lines support your answer to Question 1? Choose THREE.
  - A. “Crack in the road? Watch it repair itself!”
  - B. “Giant space gardens will produce breathable air and delicious food.”
  - C. “The games will be thrilling spectacles!”
  - D. “For example, after researching transportation, a futurist might anticipate that most people will one day use driverless cars.”
3. Braun and Lewis write that predicting the future has become “essential to the work of government officials and business leaders.” Which is the definition of *essential*?
  - A. possible; available as a choice
  - B. extremely important or necessary
  - C. lesser in importance, seriousness, or significance
  - D. producing a great deal of profit
4. Braun and Lewis state, “The global population will have increased by about 2 billion people.” This fact is used to \_\_\_\_\_.
  - A. convince people to eat insects
  - B. support the idea that new food sources will be needed
  - C. explain why futurists are needed
  - D. describe what our complex civilization will look like
5. Who is the “we” poet Rebecca Kai Dotlich is referring to in the poem “What is yet to be is but a guess . . .”?
  - A. futurists
  - B. astronauts
  - C. humankind
  - D. poets
6. Both articles make predictions about the future regarding \_\_\_\_\_. Choose THREE.
  - A. food and agriculture
  - B. transportation
  - C. money
  - D. communication

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

## Constructed-Response Questions

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

7. According to “Welcome to 2122!,” in what ways will we become more eco-friendly in the future? Use details from the article to support your response.
8. The title and the last line of the poem are the same: “What is yet to be is but a guess.” What does Dotlich mean? Would Braun and Lewis agree? Use text evidence to support your answer.

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

## Paired Texts Quiz

**Directions:** Read “Welcome to 2122!,” “Predictions From the Past,” and “What is yet to be is but a guess . . .” from the November issue of *Scope*. Then answer the questions below.

---

1. In “Welcome to 2122!,” authors Adee Braun and Kristin Lewis sound \_\_\_\_\_ about the future.
  - A. worried
  - B. excited
  - C. uninterested
  - D. unsure
2. Which lines support your answer to Question 1? Choose THREE.
  - A. “Crack in the road? Watch it repair itself!”
  - B. “Giant space gardens will produce breathable air and delicious food.”
  - C. “The games will be thrilling spectacles!”
  - D. “For example, after researching transportation, a futurist might anticipate that most people will one day use driverless cars.”
3. Braun and Lewis write that predicting the future has become “essential to the work of government officials and business leaders.” *Essential* means \_\_\_\_\_.
  - A. possible
  - B. extremely important
  - C. totally useless
  - D. expensive
4. In “Welcome to 2122!,” Braun and Lewis state, “The global population will have increased by about 2 billion people.” This fact supports the idea that \_\_\_\_\_.
  - A. insects are tasty
  - B. new food sources will be needed
  - C. futurists are important
  - D. the world eats a lot of chicken and beef
5. Who is the “we” poet Rebecca Kai Dotlich is referring to in the poem “What is yet to be is but a guess . . .”?
  - A. futurists
  - B. astronauts
  - C. humankind
  - D. poets
6. The second article makes predictions about the future regarding \_\_\_\_\_. Choose THREE.
  - A. food
  - B. transportation
  - C. money
  - D. communication

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

## Constructed-Response Questions

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

7. According to “Welcome to 2122!,” in what ways will we become more eco-friendly in the future? (*Eco-friendly* means “not harmful to the environment.”) Use details from the article to support your response.
8. The title and the last line of the poem are the same: “What is yet to be is but a guess.” What does Dotlich mean? Would Braun and Lewis agree? Use text evidence to support your answer.

# The Future Contest

Imagine that you wake up tomorrow and it's the year 2122. Describe your day in detail. Use the articles and the poem as inspiration. Send your work to The Future Contest. Three winners will each get *Escaping the Future* by Adam Crozier.

## Entries will be judged on:

- ✓ use of information from the texts
- ✓ good organization and transitions
- ✓ creativity
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 19, 2022.**

*\*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

## *The Mystery of the Stolen Jewel*

1. **accomplice** (uh-KOM-pliss) *noun*; An accomplice helps another person do something that is against the law or wrong in some other way. A thief's accomplice might distract someone as the thief steals their wallet.
2. **carbuncle** (KAHR-buhng-kuhl) *noun*; A carbuncle is a red gemstone that has been cut to have a smooth, rounded top. In the play, however, the carbuncle that is stolen is blue—a detail author Sir Arthur Conan Doyle likely added to suggest that the gemstone is extra special and extra valuable. (In the real world, there is no such thing as a blue carbuncle.)
3. **culprit** (KUH-plit) *noun*; A culprit is a person or thing responsible for something bad happening. For example, if a ball broke Mrs. Jensen's window and she is trying to find the culprit, she is trying to find the person who threw the ball. If the bathroom sink gets clogged, hair in the drain could be the culprit.
4. **deduce** (dih-DOOS) *verb*; To deduce is to figure something out by using reason or logic—in other words, to reach a conclusion based on what you already know. If the bowl of popcorn you left on the couch is on the floor, empty, and your dog is licking his lips, you can deduce that your dog ate your popcorn.
5. **exquisite** (ehk-SKWIH-zuht) *adjective*; If you say that something is exquisite, you mean that it is of extreme and rare beauty or excellence, or that it is made with great care and skill. Among the things you might call exquisite are flowers, jewelry, food, and works of art.
6. **oblige** (uh-BLAHYJ) *verb*; *Oblige* can mean “force to do something.” If you break something in a store, you may feel obliged to pay for it.

*Oblige* can also be used to express gratitude. If you tell someone you are “much obliged,” it's like telling them “I owe you one.”

7. **ruffian** (RUH-fee-uhn) *noun*; A ruffian is a bully—someone who is violent or cruel toward others.
  
8. **timid** (TIH-muhd) *adjective*; Someone who is timid is shy and lacks confidence. A timid cat might hide from people it doesn't know.

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

## Vocabulary Practice

### *The Mystery of the Stolen Jewel*

**Directions:** Choose the best answer to each question.

1. Which of the following might be described as exquisite?
  - a. a cardboard box
  - b. a moldy piece of cheese
  - c. an old doll with a missing arm
  - d. a beautiful sunrise
2. Where would you be most likely to see a carbuncle for sale?
  - a. a jewelry store
  - b. a grocery store
  - c. a pet store
  - d. a hardware store
3. Which word describes a *ruffian*?
  - a. gentle
  - b. shy
  - c. curious
  - d. hateful
4. Mae is Liv's accomplice. What does Mae do?
  - a. works in Liv's glassblowing studio
  - b. helps Liv commit crimes
  - c. constantly competes with Liv
  - d. gives Liv legal advice

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

5. Tim wanted to help his little brother be less **timid** at the pool, so he
6. From the wet footprints on the kitchen floor, Aaron **deduced**
7. Carmen is trying to find the **culprit** who
8. "Much **obliged**," said Amelia after Tristan



# Theme Anticipation Guide

## *The Mystery of the Stolen Jewel*

**Directions:** Respond to each statement by checking “Agree” or “Disagree.”  
Be prepared to justify your responses.

	Agree	Disagree
1. Everyone deserves a second chance.		
2. No amount of money is worth losing your character.		
3. You can tell a lot about a person from their clothing.		
4. People should be considered innocent until proven guilty.		
5. “Once a thief, always a thief.”		
6. If a stranger is in need, people have a duty to help them.		

# Close-Reading Questions

## *The Mystery of the Stolen Jewel*

1. From Scene 1, what can you conclude about Sherlock Holmes's personality? (character)
2. At the end of Scene 4, Holmes says of Baker, "He clearly knows nothing of the carbuncle." How does Holmes conclude this? (inference)
3. In Scene 5, why does Holmes ask the three boys to follow Ryder? (inference)

4. In Scene 8, SD2 says, “Ryder and Cusack scurry out the door.” What does the word *scurry* tell you about how they leave the room? What if the author had used *walk* instead? (word choice)

5. What is the purpose of the flashbacks in Scenes 3 and 6? (author’s craft)

6. Why was John Horner, the plumber, blamed for the crime? (plot, synthesizing)

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

# Critical-Thinking Question

## *The Mystery of the Stolen Jewel*

---

1. Holmes says that by letting Ryder and Cusack go, he may have “saved their souls.” What do you think he means? Do you think Holmes did the right thing in letting them go?

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

# Sherlock Holmes

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

## 1. Choose a Character! Circle one.

Sherlock  
Holmes

Dr. Watson

Officer  
Turner

Mr. Peterson

The Countess  
of Morcar

Catherine  
Cusack

John Horner

Henry Baker

Mr.  
Windigate

James Ryder

Tom, Percy,  
or Jack

Margaret  
Oakshott

## 2. What happened?

List the events of the past few days. (Remember, you are the character you chose above!)

## 3. How do you feel about it?

How have these events affected you? Did things turn out as you imagined they would? Did you learn anything?

# CHOICE BOARD

## *THE MYSTERY OF THE STOLEN JEWEL*

Choose a character and write a journal entry as that character about the events of the play. Be sure to explain what happened and how you feel about it.

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

Write your own mystery story starring a brilliant detective like Sherlock Holmes.

Imagine that *The Mystery of the Stolen Jewel* is being turned into a movie. Make a 45-second trailer for the film.

Choose a character who solves mysteries in another story, film, or TV show. Compare that character's traits with those of Sherlock Holmes.

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

# MAKING INFERENCES

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

**Directions:** Read *The Mystery of the Stolen Jewel*. 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 these lines from Scene 1:</p> <p><b>Peterson:</b> Precisely our problem. I realize that this is a minor mystery, Mr. Holmes, but I would like you to find the owner of these items. We must make sure he was not harmed.</p> <p><b>Holmes:</b> By all means. Leave the hat with me.</p> <p><b>Peterson:</b> And the goose?</p> <p><b>Holmes:</b> Take it home, Peterson. Your family might as well enjoy it before it spoils.</p> <p><b>SD2:</b> Peterson and Turner leave.</p> <p><b>SD1:</b> Holmes studies the hat.</p>	<p><i>What can you infer from these lines about what Holmes thinks is important to the case?</i></p>
<p>2. Read these lines from Scene 5, when Holmes asks the boys to follow James Ryder:</p> <p><b>Holmes:</b> Boys, there's a shilling apiece for you if you find out where that man goes.</p> <p><b>Tom:</b> A shilling apiece!</p> <p><b>Percy:</b> How's about two shillings?</p> <p><b>Holmes:</b> Fine. Only do not let him see you following.</p>	<p><i>What does Holmes think of James Ryder? Explain.</i></p>

Clues	Inference
<p>3. Consider these lines from Scene 7:</p> <p><b>SD1:</b> Holmes and Watson wait outside a back door to the Hotel Cosmopolitan.</p> <p><b>SD2:</b> Ryder approaches, and Holmes steps forward.</p> <p><b>Holmes:</b> Ah, Mr. Ryder.</p> <p><b>Ryder</b> (<i>nervously</i>): How do you know my name?</p> <p><b>Holmes:</b> It is my business to know what others do not. I also know that you are an employee of the Hotel Cosmopolitan, and that you have been searching for a goose.</p>	<p><b>What is Holmes really telling Ryder?</b></p>
<p>4. Consider these lines from Scene 8:</p> <p><b>Ryder</b> (<i>weeping</i>): Yes. I took the wrong one. Now I am a branded thief—without having touched the wealth for which I sold my character.</p> <p><b>Holmes:</b> Ryder, you broke the law and framed an innocent man. You and Miss Cusack deserve to be punished. But perhaps your guilt is punishment enough. After all, the Countess has her jewel and Mr. Horner will be set free.</p> <p><b>Ryder:</b> Oh, please, sir! I will never do wrong again.</p> <p><b>Cusack:</b> Nor will I ever again let greed get the better of me.</p> <p><b>Countess:</b> Well, it is the season of forgiveness.</p> <p><b>Holmes:</b> Very well. Be gone!</p>	<p><b>What can you infer about the kind of person Holmes is? Explain.</b></p>

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

## ***The Mystery of the Stolen Jewel Quiz***

**Directions:** Read *The Mystery of the Stolen Jewel* from the November issue of *Scope*.  
Then answer the questions below.

1. In Scene 1, Holmes says the owner of the hat was “once well-to-do but has fallen on hard times.” He means the owner was \_\_\_\_\_.
  - A. once a criminal but now obeys the law
  - B. once a collector of gemstones but has recently sold his collection
  - C. once healthy but has recently fallen ill
  - D. once prosperous but is now struggling financially
2. Which of Holmes’s lines expresses the same idea as the answer to Question 1?
  - A. **Holmes:** And these bits of gray hair—from a recent haircut—tell us that he is a gentleman of some age.
  - B. **Holmes:** It is an expensive hat, but old and worn out. So this fellow has surely come down in the world . . .
  - C. **Holmes:** The traces of sweat inside indicate he perspires greatly, so he must be out of shape.
  - D. **Holmes:** He is an older man who is not in the best of shape.
3. In Scene 5, SD2 states that Ryder is “wringing his hands.” This action tells you that Ryder is feeling \_\_\_\_\_.
  - A. relieved and calm
  - B. excited and cheerful
  - C. angry and offended
  - D. worried and upset
4. Ryder and Cusack chose Horner to frame for the theft of the blue carbuncle because \_\_\_\_\_.
  - A. they knew the police would suspect Horner because he collected gemstones
  - B. they knew the police would suspect Horner because he had a criminal past
  - C. they knew the police would suspect Horner because he needed money
  - D. they wanted Horner to go to prison because they disliked him
5. In Scene 8, Ryder says to Holmes, “Now I am a branded thief—without having touched the wealth for which I sold my character.” What does Ryder mean?
  - A. Ryder never got a chance to hold the blue carbuncle.
  - B. Ryder thinks that all thieves are rich.
  - C. Ryder ruined his reputation and didn’t get to enjoy the riches he thought the crime would provide.
  - D. Windigate never paid Ryder and his sister for the goose that they sold him.
6. What are the themes of the play? Choose TWO.
  - A. Sometimes people deserve a second chance.
  - B. Greed can lead good people to do bad things.
  - C. Gossip can destroy a person’s reputation.
  - D. Friendship gives life meaning.

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

## Constructed-Response Questions

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

7. The character Sherlock Holmes is often seen as cold and unfeeling. Do you think that is an accurate description of his character in this story? Explain your answer with text evidence.
8. When you make a deduction, you draw a conclusion based on evidence. How does Sherlock Holmes use deduction to solve the case of the stolen jewel?

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

## ***The Mystery of the Stolen Jewel Quiz***

**Directions:** Read *The Mystery of the Stolen Jewel* from the November issue of *Scope*. Then answer the questions below.

1. In Scene 1, SD2 says, “Peterson holds up a **tattered hat**.” As used in this sentence, **tattered** means \_\_\_\_\_.
  - A. smelly
  - B. large
  - C. new
  - D. in poor condition
2. Which line provides a clue about the meaning of **tattered** as it is used in Question 1?
  - A. **SD1:** Holmes studies the hat.
  - B. **Holmes:** It is an expensive hat, but old and worn out.
  - C. **Watson:** You deduced all that from one hat?
  - D. **Holmes:** The traces of sweat inside indicate he perspires greatly . . .
3. In Scene 5, Ryder asks Windigate if he sold a goose with a black stripe on its tail because Ryder \_\_\_\_\_.
  - A. thinks Windigate shouldn’t be selling geese
  - B. likes geese with black stripes on their tails
  - C. thinks Windigate stole the blue carbuncle
  - D. hid the blue carbuncle in a goose with a black stripe on its tail
4. Ryder and Cusack framed Horner for the theft of the blue carbuncle because they knew the police would suspect him. The police would suspect Horner because \_\_\_\_\_.
  - A. he collects gemstones
  - B. he has a criminal past
  - C. he needs money
  - D. the police dislike him
5. In Scene 8, Ryder says to Holmes, “Now I am a branded thief—without having touched the wealth for which I sold my character.” What does Ryder mean?
  - A. Ryder never got a chance to hold the blue carbuncle.
  - B. Ryder thinks that all thieves are rich.
  - C. Ryder ruined his reputation and didn’t get any money from stealing the carbuncle.
  - D. Windigate never paid Ryder and his sister for the goose that they sold him.
6. Which ideas are explored in the play? Choose TWO.
  - A. second chances
  - B. greed
  - C. love
  - D. friendship

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

## Constructed-Response Questions

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

7. The character Sherlock Holmes is often seen as cold and unfeeling. In this story, however, he shows compassion. Explain how.
8. The text feature “Solving Crimes” explains that Holmes’s approach to solving crimes included “looking for the tiniest of clues.” What tiny clues helped Holmes solve the mystery of the stolen jewel?

# Sherlock Holmes Contest

Choose a character and write a journal entry as that character about the events of the play. Be sure to explain what happened and how you feel about it. Send your entry to Sherlock Holmes Contest. Three winners will get *The Parker Inheritance* by Varian Johnson.

## Entries will be judged on:

- ✓ clarity
- ✓ strength of character development
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 19, 2022.**

*\*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

## “The Secret Powers of Doodling”

1. **absorbing** (ab-ZAWR-bing) *adjective*; If something is absorbing, it is extremely interesting or fascinating; it holds your complete attention. During an absorbing moment in a movie, you probably wouldn't go get a snack—you're on the edge of your seat, eyes glued to the screen.
2. **retain** (rih-TAYN) *verb*; *Retain* means “to keep, maintain, or hold within.” A TV show that's been on the air for 10 years has retained its popularity. An insulated cup helps your hot cocoa retain its temperature.

As it is used in the article, *retain* means to keep information inside you—in other words, to remember. Taking notes can help you retain what you learn.

3. **tediously** (TEE-dee-uhs-lee) *adverb*; The adjective *tedious* (TEE-dee-uhs) means “long, tiresome, and boring.” Alphabetizing a long list of names or folding three loads of laundry might feel like tedious tasks.

*Tediously* means “in a boring way that continues for a long time.” It might be hard to stay awake during a tediously long speech.

4. **universal** (yoo-nuh-VUR-suhl) *adjective*; As it is used in the article, *universal* means “common to all people across the globe.” Music is universal. Laughing to express joy or amusement is universal. Connecting with others is a universal human need.

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

## Vocabulary Practice

### "The Secret Powers of Doodling"

**Directions:** Choose the best answer to each question.

1. Consider this sentence: "After what seems like a million washes, my favorite shirt has retained its shape." Which word could replace *retained*?
  - a. lost
  - b. kept
2. An absorbing conversation is incredibly
  - a. interesting.
  - b. uninteresting.
3. "I tediously chopped all eight onions for the soup," Jasper said. To Jasper, chopping the onions was
  - a. difficult and rewarding.
  - b. boring and annoying.
4. Which is a universal experience?
  - a. losing teeth
  - b. dunking a basketball

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

5. **universal**
  - a. common
  - b. rare
6. **absorbing**
  - a. gripping
  - b. unexciting
7. **retain**
  - a. abandon
  - b. maintain
8. **tedious**
  - a. dull
  - b. entertaining

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

# THE SHORT WRITE KIT

**Directions:** Read "The Secret Powers of Doodling." 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:

How does the author support her claim that doodling can be beneficial?

*We started you off by echoing the question.*

*To answer the prompt, complete this sentence.*



### Your claim:

The author supports her claim that doodling can be beneficial by \_\_\_\_\_.

## 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: Alex Lim-Chua Wee supports her claim by explaining \_\_\_\_\_.

(What does she explain? What does she have to say about it?)



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: Lim-Chua Wee provides \_\_\_\_\_.

(What does she provide? Finish the sentence with your text evidence.)



Finish with a concluding sentence that sums everything up.



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 three sections in "The Secret Powers of Doodling."

<b>Section Title</b>	<b>Central Idea</b> <i>Write one sentence telling what the section is mainly about.</i>	<b>Supporting Details</b> <i>Give two or three details that support the central idea.</i>
"Everyone Doodles"		
"Doodles, Not Daydreams"		

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.

©2022 BY SCHOLASTIC INC. ALL RIGHTS RESERVED. PERMISSION GRANTED TO TEACHERS AND SUBSCRIBERS TO MAKE COPIES OF THIS FILE TO DISTRIBUTE TO STUDENTS. SCHOLASTIC IS NOT RESPONSIBLE FOR ANY EDITS TO THESE MATERIALS MADE BY EDUCATORS OR THEIR STUDENTS.

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 three sections in "The Secret Powers of Doodling." We filled in one section for you as an example.

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>
"Everyone Doodles"	Doodling is a universal human behavior.	<ul style="list-style-type: none"> <li>• Doodling is as natural to humans as singing and dancing.</li> <li>• As soon as children can hold writing utensils, they start doodling.</li> <li>• People have been doodling for thousands of years. Our ancestors doodled in the sand and on cave walls.</li> </ul>
"Doodles, Not Daydreams"		

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>
<p style="text-align: center;">"Don't Over-Doodle It"</p>		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest that 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: \_\_\_\_\_

## “The Secret Powers of Doodling” Quiz

**Directions:** Read “The Secret Powers of Doodling” from the November issue of *Scope*. Then answer the questions below.

1. **The main purpose of the introduction is to \_\_\_\_\_.**
  - A. explain how doodling can be a distraction
  - B. show that many famous, successful people were doodlers
  - C. explain that President Ronald Reagan was famous for doodling
  - D. describe different types of doodles
2. **The author writes, “Staying focused isn’t the only potential benefit of doodling.” What is the definition of *potential* as it is used in this sentence?**
  - A. an ability that can lead to excellence
  - B. capable of becoming real
  - C. not likely to happen, be done, or be true
  - D. a carefully developed plan or method for achieving a goal
3. **The purpose of the section “Doodles, Not Daydreams” is to \_\_\_\_\_, while the purpose of the section “Don’t Over-Doodle It” is to \_\_\_\_\_.**
  - A. introduce psychologist Jackie Andrade; encourage people to doodle more
  - B. compare doodling with daydreaming; discourage people from doodling
  - C. explain how doodling helps us focus; explain how to doodle in a productive way
  - D. describe a scientific experiment; explain what doodling is
4. **What is the central idea of the article?**
  - A. Many people believe doodling is silly.
  - B. Doodling can improve our mood.
  - C. Doodling keeps the brain active when it’s tired.
  - D. Doodling is a universal human behavior that has many benefits.
5. **What is the central idea of the section “Everyone Doodles”?**
  - A. Our ancestors doodled on cave walls.
  - B. Children begin doodling as soon as they can hold writing utensils.
  - C. Doodling is a universal human behavior.
  - D. Doodling is as natural as dancing.
6. **Consider this line: “To prevent yourself from getting too wrapped up in your doodle when you need to be paying attention, Brown suggests drawing doodles related to what you’re trying to focus on . . .” What text structure is the author using?**
  - A. description
  - B. list
  - C. problem/solution
  - D. cause/effect

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

## Constructed-Response Question

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

---

7. How does the author feel about doodling? How do you know? Use text evidence to support your answer.

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

## “The Secret Powers of Doodling” Quiz

**Directions:** Read “The Secret Powers of Doodling” from the November issue of *Scope*. Then answer the questions below.

1. In the introduction, the author develops the idea that \_\_\_\_\_.  
 A. doodling is distracting  
 B. many famous, successful people were doodlers  
 C. doodling is good for your brain  
 D. doodling is difficult
2. The author writes, “Staying focused isn’t the only potential benefit of doodling.” As it is used in this sentence, *potential* means \_\_\_\_\_.  
 A. excellent  
 B. possible  
 C. unlikely  
 D. clear
3. The main purpose of the section “Doodles, Not Daydreams” is to \_\_\_\_\_.  
 A. introduce psychologist Jackie Andrade  
 B. compare doodling with daydreaming  
 C. explain the benefits of doodling  
 D. describe a scientific experiment
4. Complete the sentence to describe a central idea of the article: Doodling is \_\_\_\_\_.  
 A. silly  
 B. fun  
 C. a new art form  
 D. beneficial
5. What is the central idea of the section “Everyone Doodles”?  
 A. Our ancestors doodled on cave walls.  
 B. Children doodle.  
 C. Doodling is something everyone does.  
 D. Doodling is as natural as dancing.
6. What best describes the text structure of the section “Don’t Over-Doodle It”?  
 A. It lists fun things to doodle.  
 B. It compares graphic novels to doodles.  
 C. It explains the possible problem that doodling can become distracting then provides a solution for that problem.  
 D. It describes the effects of doodling.

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

## Constructed-Response Question

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

---

7. How does the author feel about doodling? How do you know? Use text evidence to support your answer.

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

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

# Vocabulary

## "How to Make S'mores"

- 1. apprehension** (a-prih-HEN-shun) *noun*; Apprehension is anxiety or fear that something bad or unpleasant may happen. You might be full of apprehension before going to the dentist. A parent might have apprehension about letting their teenager drive their car.
- 2. pang** (pang) *noun*; A pang is a sudden, sharp pain or painful emotion, as in "Eight hours into our camping trip, hunger pangs began to set in" or "Tara felt a pang of guilt about the mean way she had treated her sister."
- 3. promotion** (pruh-MOH-shuhn) *noun*; The verb *promote* can mean "to move up in position or rank," as in "Dana was promoted to team captain this year."  
  
A promotion is an advancement in position or rank, as in "Dana was excited about her promotion to captain."
- 4. Shalimar Gardens** (SHA-lih-mahr GAHR-denz) *noun*; The Shalimar Gardens are located in Lahore, Pakistan. They were constructed in 1641 by the emperor as a gift to his wife, but today they are a popular tourist destination. The gardens are known for their water features, elaborate architecture, and beautiful mountain backdrop.
- 5. Urdu** (UHR-doo) *noun*; Urdu is one of the official languages of Pakistan. It is spoken as a first language by nearly 70 million people and as a second language by more than 100 million people around the world, but mainly in Pakistan and India.

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

## Vocabulary Practice

### "How to Make S'mores"

---

**Directions:** Circle the word in each bolded pair that best completes the sentence.

1. As Claire read her mom's letter, she felt a **pang/promotion** of homesickness.
2. Dave is taking a **promotion/apprehension** exam at karate today. If he passes, he'll move up to the next highest skill ranking: blue belt.
3. I felt a bit of **apprehension/promotion** before the big test.
4. Kayla is taking **Urdu/pang** lessons to prepare for her trip to Pakistan.

# Close-Reading Questions

## “How to Make S’mores”

- ©2022 BY SCHOLASTIC INC. ALL RIGHTS RESERVED. PERMISSION GRANTED TO TEACHERS AND SUBSCRIBERS TO MAKE COPIES OF THIS FILE TO DISTRIBUTE TO STUDENTS.  
SCHOLASTIC IS NOT RESPONSIBLE FOR ANY EDITS TO THESE MATERIALS MADE BY EDUCATORS OR THEIR STUDENTS.

5. Why do you think Eva tells Raniya about moving from France in fifth grade?  
(inference)

6. Why do you think Raniya never told anyone about her life in Pakistan before now?  
How does telling this story affect Raniya? (character)

7. What did Raniya learn during the trip besides how to make s'mores? (character, theme)

# Critical-Thinking Questions

## “How to Make S’mores”

1. How do you think Raniya's life might be different after the Outdoor Ed trip?
2. How do you think discovering what you have in common with other people affects the way you feel about them or relate to them?
3. In general, do you think it's harder for kids or adults to move to a new place—or do you think it's about the same? Explain your answer.

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

# Raniya's Outlook

**Directions:** Read "How to Make S'mores." Then use this planner to help you respond to the prompt that appears at the end of the article. Support your answers with text evidence.

## BEGINNING OF THE STORY: 1. How does Raniya feel about . . .

Outdoor Ed?

middle school?

living in Maryland?

**MAKING S'MORES:**

**2. What does Raniya do for the first time while she and her classmates are making s'mores? Describe her emotions as she sits by the fire afterward.**

**END OF THE STORY:**  
**3. How does Raniya feel about ...**

**Outdoor Ed?**

**middle school?**

**living in Maryland?**

# CHOICE BOARD

## "HOW TO MAKE S'MORES"

How does Raniya change over the course of the story? How do you know? Answer both questions in a short response.

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

Choose another character—from a novel, short story, movie, or TV show—who is dealing with being the "new kid." Compare Raniya with that character.

Write a poem or personal essay inspired by Raniya called "HERE and THERE" in which you compare two places where you have lived or spent time in.

Read the story "[The Stars Between Us](#)" at Scope Online. Make a short video for other kids your age that compares and provides a preview of that story and "How to Make S'mores." Here are some ideas to explore in your video: What is important, interesting, or inspiring about the stories? What connections might other kids your age make to Alma's and Raniya's experiences?

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

## “How to Make S’mores” Quiz

**Directions:** Read “How to Make S’mores” from the November issue of *Scope*. Then answer the questions below.

1. Which of the following lines help explain why Raniya does not want to attend Outdoor Ed? Choose TWO.
  - A. “In Pakistan, I took trips at the Lahore Grammar School—my school until we moved to America this summer—but we visited places like Shalimar Gardens for a few hours. We didn’t *sleep* there.”
  - B. “Why didn’t I just tell Ms. Wehrle my parents don’t speak English?”
  - C. “HERE I have nobody to talk to, share secrets with, or trade lunches with.”
  - D. “Oh dear. Is it a matter of . . . finances?”
2. Consider these lines from the story: “I’m sitting on a hard green bench by the window, alone, while everyone chatters about what we’re going to do at this place called Skycroft.” These lines reveal that Raniya is feeling \_\_\_\_\_.
  - A. angry and upset
  - B. lonely and left out
  - C. happy and content
  - D. confused and disoriented
3. Tony is characterized as \_\_\_\_\_.
  - A. mean, selfish, and greedy
  - B. rude, disrespectful, and impolite
  - C. daring, brave, and fearless
  - D. kind, funny, and empathetic
4. Which of the following lines supports your answer to Question 3? Choose THREE.
  - A. “A boy named Tony with dark hair is definitely listening from his desk.”
  - B. “Just kidding. Here. It fell on the floor while you were snoring.”
  - C. “Tony, who is back on the other side of the circle now, meets my eyes and smiles.”
  - D. “I was in ESL for a while too.”
5. Raniya says, “It’s brisk outside, but cozy by the fire with my classmates.” What is the definition of *brisk*?
  - A. below zero degrees Fahrenheit
  - B. stormy
  - C. cold but refreshing
  - D. uncomfortably hot
6. Which is NOT a theme of the story?
  - A. It is important to choose your friends wisely.
  - B. People have more in common than they have differences.
  - C. Shared experiences bring people closer together.
  - D. It can be rewarding to step outside your comfort zone.

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

## Constructed-Response Questions

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

7. Why is making s'mores at Outdoor Ed such an important moment for Raniya? Support your answer with text evidence.
8. What do you think Raniya's middle school experience will be like after returning from Outdoor Ed? Support your answer with text evidence.

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

## “How to Make S’mores” Quiz

**Directions:** Read “How to Make S’mores” from the November issue of *Scope*. Then answer the questions below.

1. Which lines help explain why Raniya does not want to attend Outdoor Ed? Choose TWO.
  - A. “In Pakistan, I took trips at the Lahore Grammar School—my school until we moved to America this summer—but we visited places like Shalimar Gardens for a few hours. We didn’t *sleep* there.”
  - B. “Why didn’t I just tell Ms. Wehrle my parents don’t speak English?”
  - C. “HERE I have nobody to talk to, share secrets with, or trade lunches with.”
  - D. “Oh dear. Is it a matter of . . . finances?”
2. Consider these lines from the story: “I’m sitting on a hard green bench by the window, alone, while everyone chatters about what we’re going to do at this place called Skycroft.” The main purpose of these lines is to show that \_\_\_\_\_.
  - A. everyone is excited about the trip
  - B. Raniya doesn’t feel like part of the group
  - C. Raniya is not a social person
  - D. Raniya wants to return to Pakistan
3. Tony is characterized as \_\_\_\_\_.
  - A. mean and selfish
  - B. rude and impolite
  - C. daring and brave
  - D. kind and funny
4. Which of the following support your answer to Question 3? Choose THREE.
  - A. “A boy named Tony with dark hair is definitely listening from his desk.”
  - B. ““Just kidding. Here. It fell on the floor while you were snoring.””
  - C. “Tony, who is back on the other side of the circle now, meets my eyes and smiles.”
  - D. “I was in ESL for a while too.”
5. Raniya thinks, “It’s brisk outside, but cozy by the fire with my classmates.” Context clues reveal that *brisk* most likely means \_\_\_\_\_.
  - A. snowing
  - B. rainy
  - C. chilly
  - D. hot
6. A main theme of the story is \_\_\_\_\_.
  - A. shared experiences bring people closer together
  - B. it is important to choose your friends wisely
  - C. you should stand up for yourself
  - D. believe in your dreams

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

## Constructed-Response Questions

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

7. Why is making s'mores at Outdoor Ed such an important moment for Raniya?
8. At the beginning of the story, Raniya thinks, "It's bad enough that I'm stuck in middle school every day." Do you think her middle school experience will be better, worse, or the same after she returns from Outdoor Ed? Support your answer with text evidence.

# S'mores Contest

How does Raniya change over the course of the story? How do you know?  
Answer both questions in a short response. Send your work to S'mores Contest. Three winners will get *Amina's Song* by Hena Khan.

## Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of text evidence
- ✓ good organization and transitions
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY December 19, 2022.**

*\*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

## "Are Free Returns Out of Control?"

- 1. incentivize (in-SEN-tuh-vahyz) verb;** To incentivize is to offer a reward or motivation for some action. A school might incentivize students to sell products for a fundraiser by offering prizes to the students who sell the most. Someone might incentivize their dog to do a trick by offering the dog a treat.
- 2. inventory (IN-vuhn-taw-ree) noun;** An inventory is a supply of goods. For example, a furniture store's inventory is all the furniture it has in stock and is ready to sell. *Inventory* can also refer to a list of the items or goods on hand.  
  
To "take inventory" is to count and make a list of all of the items in an inventory.
- 3. merchandise (MUR-chuhn-dahyz) noun;** *Merchandise* refers to goods that are bought and sold. When you walk into a store, you are surrounded by merchandise.
- 4. restock (ree-STAHK) verb;** Like *inventory*, the noun *stock* means "the whole supply or amount on hand." As a verb, *stock* means "to provide with a stock of something."  
  
To *restock* is to stock again—in other words, to replace items that have been sold or removed. When grocery store shelves become empty, employees restock the shelves.
- 5. retailer (REE-tayl-er) noun;** A retailer is a person or business that sells goods to the public. Clothing stores, shoe stores, and grocery stores are all retailers.
- 6. transit (TRAN-sit) noun;** Transit is the carrying of people or items from one place to another. When something is "in transit," it is on its way somewhere.

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

## Vocabulary Practice

### "Are Free Returns Out of Control?"

---

**Directions:** Respond to each prompt below.

1. Give an example of a way a teacher might incentivize their students to return signed permission slips.
2. What might cause the inventory of an item to be low?
3. What is your favorite retailer? What type of merchandise does it sell?
4. Write a sentence using any of these three vocabulary words: *retailer*, *transit*, *restock*.
5. Imagine you receive a notification that a shirt you ordered is in transit. What does this mean?
6. Sara's family is having a backyard cookout. Her dad just asked her to restock the cooler. What does Sara's dad want her to do?

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in "Are Free Returns Out of Control?" develop their arguments. We filled in some information for you.

	Ariana Reyes	Lukas Park
line(s) that expresses the central claim	"The reality is that 'free returns' aren't free at all: They come at an enormous cost to the environment."	
two pieces of evidence that support the central claim	1.  2.	1.  2.
line(s) that expresses the counterclaim		"There's no denying that returns have an environmental cost."
line(s) that contains the rebuttal to the counterclaim		

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in "Are Free Returns Out of Control?" develop their arguments. We filled in one box for you.

	Ariana Reyes	Lukas Park
line(s) that expresses the central claim	"The reality is that 'free returns' aren't free at all: They come at an enormous cost to the environment."	
two pieces of evidence that support the central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

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

# Write An Argument Essay

**Directions:** Read "Are Free Returns Out of Control?" Complete the scavenger hunt at the end of the article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should businesses stop offering free returns?

Consider what you read in the letters, 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 letters support your opinion? What other information supports your opinion? List three supporting details below.

Here's an example: If you think businesses should stop offering free returns, one of your supporting details might be that 9 billion tons of returned items end up in landfills every year.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think businesses should stop offering free returns, summarize the strongest arguments in favor of them that Lukas Park presents in his letter. If you think free returns are not the problem, summarize the strongest arguments against free returns that Ariana Reyes presents in her letter.

---

---

---

### 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): Do you or people you know shop from certain online stores because they offer free returns? Does knowing you can return items for free change the way you shop?
- 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: "If online retailers didn't offer free returns would you \_\_\_\_\_?"
- 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 free returns. Finish it in the space provided.

**Ariana Reyes thinks free returns are a problem. She thinks they encourage people to be wasteful and that they are harming the environment. Lukas Park thinks . . .**

---

---

---

---

### 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 free returns are a good idea. (See *Scope's* "Great Transitions" handout 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.