

# THE SCIENCE OF AWWWW

## THE FASCINATING REASON WHY WE FIND CERTAIN THINGS CUTE

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**Directions:** Circle the correct word in each bolded pair.

### Cute but Deadly

Those giant round eyes. That tiny fluffy body. That precious button nose! No doubt about it, the slow loris is **a/an** adorable primate. But while it looks like a snuggly stuffed animal, **a/an** slow loris can be quite vicious. Its bite is full of deadly venom. So why can't we help but find these dangerous fuzz balls cute?

### The Cute Response

When you find something adorable, it means your brain's "cute response" has been triggered. You feel **a/an** instant rush of emotions like joy and compassion.

This cute response doesn't just make life sweeter. It's also necessary for our survival as a species. And it all has to do with babies. **A/An** baby has certain features—big eyes, chubby cheeks, a soft body—that tell our brains "That cutie needs to be taken care of!" (After all, there's a lot babies can't do for themselves.) That's why when we see **a/an** infant, we feel **a/an** urge to protect, nurture, and cuddle it.

### Resist the Cuteness!

The cute response is so powerful that it can be triggered by *any* creature with baby-like features, whether that's **a/an** purring kitten—or **a/an** venomous slow loris. It doesn't matter if the creature poses **a/an** threat to you or not.

So just remember: No matter how adorable **a/an** wild animal might be, don't try to cuddle it. Things might not end well!

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

# A OR AN?

The articles **a** and **an** are easy to mix up. Here's what you need to know to use them correctly:

## A

Use **a** with nouns that begin with a consonant sound, like *cat* and *pillow*.  
Remember: Not all words that start with a consonant sound start with a consonant.  
For example, *uniform* begins with a vowel, but "yoo" is a consonant sound.

Examples:

*I have **a** cat named Fred. Fred sleeps on **a** pillow on my bed.*

*My school requires me to wear **a** uniform.*

## An

Use **an** with words that begin with a vowel sound, like *extra* and *outdoor*.  
Remember: Not all words that start with a vowel sound start with a vowel.  
For example, *hour* starts with a consonant, but "ow" is a vowel sound.

Examples:

*I took **an** extra sweater because it was **an** outdoor event.*

*It has been **an** hour since I called.*

**Directions:** Write the correct word—*a* or *an*—in each blank below.

1. There is \_\_\_\_\_ rabbit inside of that hat.
2. Heather's T-shirt features \_\_\_\_\_ unicorn vomiting a rainbow.
3. The doctor told Anna she \_\_\_\_\_ broken elbow.
4. The sign said it was \_\_\_\_\_ one-day sale, but it lasted all week.
5. It was \_\_\_\_\_ honor for Jonathan to attend the awards dinner.
6. There's \_\_\_\_\_ envelope on the desk for you.

**Directions:** Write one sentence using *a* and one sentence using *an*.

7. \_\_\_\_\_
8. \_\_\_\_\_

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

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

# Vocabulary

## "Rising From the Ashes"

- 1. ember (EM-buhr)** *noun*; An ember is a hot, glowing piece of coal or wood from a fire that has gone out or is about to go out. If you build a campfire, you should pour water on the embers before you go to bed. Otherwise, the embers could get picked up by the wind and start a fire.
- 2. monarchy (MAH-nuhr-kee)** *noun*; Monarchy is the rule of a country by a single person, called a monarch, who usually inherits their position from their parents. Monarchs use titles such as king, queen, prince, and princess. Charles III, shown here, became head of the United Kingdom's monarchy after the death of his mother, Queen Elizabeth II, in 2022.
- 3. sprawl (sprahl)** *verb or noun*; To sprawl is to spread out over a large area in an awkward or unorganized way. You might sprawl on the couch, your arms and legs spread wide. A suburb might sprawl across a large area outside a city.

As a noun, *sprawl* refers to something that spreads out over a large area, as in "The suburban sprawl is out of control in that area."

- 4. tinge (tinj)** *noun or verb*; As a noun, *tinge* means "a slight amount of something, such as a coloring, flavoring, or feeling." You might feel a tinge of guilt as you eat the last slice of pizza. Adding one drop of food coloring to a bowl of frosting will give the frosting a tinge of color.

As a verb, *tinge* means to color or flavor slightly. In the video, the sky is tinged with pink and purple. *Tinge* can also describe coloring something with a small amount of emotion. A happy memory of you and your friend might be tinged with sadness if your friend has moved away.

- 5. writhe (rahyth)** *verb*; To writhe is to squirm and twist, especially because you are uncomfortable or in pain. If you have a terrible stomach ache, you might writhe in pain.

## Discussion Questions

### “Rising From the Ashes”

- 1.** List at least five facts that can be learned from the map of Hawaii. (text features)
- 2.** The authors describe the Lahaina fire as “the deadliest wildfire in the U.S. in more than a century.” What factors led to the Lahaina fire being so deadly? (cause and effect)
- 3.** What was Kini’s life like before the fire? How is it different now? (compare and contrast)

**4.** How have the people of Maui come together to support one another? (key ideas and details)

**5.** What do you think might be difficult about being a firefighter? What do you think might be satisfying about the job? (critical thinking)

**6.** What does the story of the Maui wildfire teach us about how to rebuild after a disaster? (critical thinking)

**7.** The title of the article, “Rising From the Ashes,” is an allusion to the phoenix, a magical bird from ancient mythology that is reborn again and again. When the phoenix gets old, it sets itself on fire and burns to ashes. Then, from these ashes, the phoenix is reborn. This immortal bird is a symbol of hope, of life, and of better things to come. Why do you think the authors chose “Rising From the Ashes” as the title for their article? In what ways is the story of Lahaina like the myth of the phoenix?

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

# Featured Skill: Key Ideas and Details

**Directions:** Read "Rising From the Ashes." Then use this writing guide to help you respond to the prompt that appears at the end of the article.

**The prompt at the end of the article says:**

What can the aftermath of the Maui wildfires teach us about the power of community? Answer this question in a short essay.

**Finish our sentence starters, or write your own sentences!**

## INTRODUCTION

**1. Hook:**  
Start with a sentence that gets the reader's attention.

*Amid the smoldering ashes of Maui, a quiet but powerful force emerged: a community that . . .*

**2. Background Information:**  
Briefly describe the Maui wildfires.

*It was the summer of \_\_\_\_\_, and wildfires had swept across the island, causing . . .*

**3. Thesis Statement:**  
Finish the sentence to state how the aftermath of the wildfires demonstrates the power of community.

*But the way the people of Maui responded in the aftermath of the fires teaches us that together a community can . . .*

## **BODY PARAGRAPH(S)**

### **4. Topic Sentence:**

Introduce the response in the aftermath of the fire.



*Immediately after the fires, the people of Maui . . .*

### **5. Evidence:**

Use details from the article about specific ways the people in the community supported one another.



*According to the article, . . .*

### **6. Explanation:**

Explain how these actions helped the community and showed its strength.



*These actions show . . .*

## **CONCLUSION**

### **4. Restate the Thesis:**

Summarize how the aftermath of the fires demonstrates the power of community.



*The immediate, ongoing, and long-term response of the Maui community showcases its . . .*

### **5. Reflect:**

End with a thought about what other communities can learn from Maui’s example.



*In conclusion, other communities can learn from Maui’s example that . . .*

# CHOICE BOARD

## "RISING FROM THE ASHES"

What can the aftermath of the Maui wildfires teach us about the power of community? Answer this question in a short essay.

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

Write a poem for the people of Lahaina that includes these words and phrases from the article:

*Lahaina, sparkling turquoise waters, angry creature, writhing, day seemed to turn to night, ash-covered wasteland, beloved banyan tree, community, rising, beloved town*

Create a mural to honor the Lahaina community. It can be on a poster or bulletin board. Come up with your own concept or choose from these options:

1. Illustrate the ways that the Lahaina community—and the island of Maui—came together during and after the wildfire.
2. Depict Lahaina before, during, and after the wildfire. What does the future of Lahaina look like? Include symbols that represent that future.

Write a letter to Kini. Tell her what you learned from her story, what inspired you, and what you hope for her and Lahaina's future.

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 "Rising from the Ashes." (You do not need to respond in complete sentences.)

1. Who is the article mostly about?	2. What problem(s) does the subject of the article face?
3. How does the subject of the article deal with the problem(s)?	4. What happens as a result?
5. What is the subject of the article doing today?	6. Are there any other important details you haven't mentioned? Write them here.

## Summary of “Rising from the Ashes”

[illegible]

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

# Summarizing

**Directions:** Fill in the blanks below to complete an objective summary of "Rising from the Ashes."

<p>Authors Allison Friedman and Michelle Crouch's narrative nonfiction article</p>	<p><i>Who is the article mainly about?</i></p>
<p>"Rising from the Ashes" tells the story of _____,</p>	<p><i>What disaster did they experience?</i></p>
<p>who survived _____.</p>	<p><i>Where was Kini when the fires broke out? Who was she with?</i></p>
<p>When the fires broke out in Lahaina, Kini's town, Kini was _____.</p>	<p><i>What prevented firefighters from putting the fire out?</i></p>
<p>Kini's mom, a firefighter, was on duty and began battling the blaze. The wildfire was difficult to control because of _____.</p>	<p><i>What made it hard for people to escape the fire?</i></p>
<p>Some people did not escape Lahaina in time because _____.</p>	<p><i>How did the wildfire affect the town of Lahaina?</i></p>
<p>The wildfire _____.</p>	<p><i>What happened to Kini's family?</i></p>
<p>Luckily, _____.</p>	<p><i>Where do Kini and her family live now?</i></p>
<p>But their home was destroyed. Today, Kini and her family _____.</p>	
<p>Kini hopes to someday return to her beloved town.</p>	

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

## “Rising From the Ashes” Quiz

**Directions:** Read “Rising From the Ashes” from the September issue of *Scope*. Then answer the questions below.

1. Consider this line: “The smoke cloud rose into the sky like an angry creature . . .” The author is using \_\_\_\_\_ to \_\_\_\_\_.
  - A. a simile; illustrate how violent and dangerous the smoke appeared
  - B. a metaphor; describe how dark the smoke cloud was
  - C. foreshadowing; hint at the impending danger
  - D. humor; help relieve the tension and fear
2. A timeline detailing important events in Hawaii’s past would best support information in which section of the article?
  - A. “A Rich History”
  - B. “Growing Danger”
  - C. “Changed Forever”
  - D. “Strength in Community”
3. The main purpose of the section “Growing Danger” is to \_\_\_\_\_.
  - A. describe how the wildfire tore through Lahaina
  - B. analyze the dangers associated with firefighting
  - C. explain the factors that caused the wildfire to be so deadly
  - D. illustrate the aftermath of the wildfire
4. Which factors made it difficult to evacuate Lahaina? Choose THREE.
  - A. The fires were moving at terrifying speeds.
  - B. Cell phone and internet service were down, making communication difficult.
  - C. There was a tsunami.
  - D. Traffic congested the roads.
5. Which central idea of the article is supported by the photographs and captions titled “Coming Together”?
  - A. Wildfire prediction and response is difficult work.
  - B. There is power and strength in community.
  - C. The Lahaina wildfire of 2023 was among the deadliest in U.S. history.
  - D. The Lahaina wildfire was made more dangerous by climate change.
6. Which of the following details further support the central idea you chose in Question 5? Choose TWO.
  - A. “With less rain, the tall grasses that cover much of Maui have dried out, creating perfect fuel for fire.”
  - B. “The scorching heat melted the windshield of one of the fire trucks.”
  - C. “Local chefs teamed up to cook meals for thousands.”
  - D. “Families opened their doors to those who had lost their homes.”

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

## Constructed-Response Questions

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

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7. Describe the causes and effects of the Lahaina wildfire. Support your answer with text evidence.

8. What is the tone of the final section of the article? Explain.

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

## “Rising From the Ashes” Quiz

**Directions:** Read “Rising From the Ashes” from the September issue of *Scope*. Then answer the questions below.

1. Consider this line: “The smoke cloud rose into the sky like an angry creature . . .” The author is using a simile to \_\_\_\_\_.
  - A. describe how violent and dangerous the smoke appeared
  - B. show where in Lahaina the smoke was located
  - C. explain that the smoke was harmless
  - D. help lighten the mood for readers
2. A timeline detailing important events in Hawaii’s past would best support information in which section of the article?
  - A. “A Rich History”
  - B. “Growing Danger”
  - C. “Changed Forever”
  - D. “Strength in Community”
3. The main purpose of the section “Growing Danger” is to explain \_\_\_\_\_.
  - A. how the wildfire moved
  - B. why Kini’s parents were firefighters
  - C. the causes of the wildfire
  - D. the effects of the wildfire
4. Which factors made it difficult to evacuate Lahaina? Choose THREE.
  - A. emergency sirens did not go off
  - B. cell phone and internet service stopped working
  - C. flooding
  - D. traffic
5. Which text feature supports the idea that there is power and strength in community?
  - A. the map of Hawaii
  - B. the photographs titled “Coming Together”
  - C. the photographs titled “Lahaina Before . . .” and “. . . And After”
  - D. the photographs titled “A New Life”
6. Which lines from the article further support the idea that there is power and strength in community? Choose TWO.
  - A. “Droughts have become more common.”
  - B. “The scorching heat melted the windshield of one of the fire trucks.”
  - C. “Local chefs teamed up to cook meals for thousands.”
  - D. “Families opened their doors to those who had lost their homes.”

## Constructed-Response Questions

7. Describe the causes of the Lahaina wildfire. Support your answer with text evidence.
8. Support the following statement using text evidence: *The tone of the final section of the article is hopeful.*

## Power of Community Contest

Parent's or legal guardian's name: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

Parent's or legal guardian's signature: \_\_\_\_\_

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the September 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

### What to Do

Ask students to respond to this prompt:

What can the aftermath of the Maui wildfires teach us about the power of community? Answer this question in a short essay. Entries must be submitted to **Power of Community contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Two Degrees* by Alan Gratz.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

#### Entries will be judged on:

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

**ENTRIES MUST BE RECEIVED BY October 14, 2024.**

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

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

# Vocabulary

## "Is TikTok Going Away?"

- 1. Congress (KAHN-gruhss)** *noun*; A congress is a formal meeting where people come together to discuss issues or questions. As it is used in the article, *Congress* refers to the part of the U.S. government that makes laws. Congress has two main groups: the Senate and the House of Representatives. Senators and representatives are elected by the people. They work to create and pass laws that affect the whole country.
- 2. data (DAY-tuh)** *noun*; Data is factual information that can be used to make decisions, plan, or analyze something. As it is used in the article, *data* refers to personal information that is collected by websites, apps, and companies. This can include information like your name, your address, your photos, and what you do online.
- 3. opt out (ahpt owt)** *verb*; To opt out means to choose not to participate in something. (The opposite of opt out is opt in: to choose to participate in something.)
- 4. sensitive (SEHN-suh-tiv)** *adjective*; Someone or something that is sensitive can react quickly, easily, or strongly. If you have sensitive skin, your skin is easily affected by things like temperature or lotions.  
  
Sensitive information is information that needs to be protected and kept secret because if it were to get into the wrong hands, it could be used to do harm to someone or something.
- 5. violate (VAHY-uh-layt)** *verb*; *Violate* means "to break a rule, law, or agreement." For example, if there's a law against texting and driving in your state, someone who texts while driving is violating that law.

*Violate* can also mean "to disrespect someone's rights or privacy." Looking at someone's phone or hacking into their computer without their permission violates their privacy.

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

# Vocabulary Practice

## "Is TikTok Going Away?"

**Directions:** Fill in each blank with one of the words or phrases from the word bank.

opt out      sensitive      violated      data      Congress

1. Last year, \_\_\_\_\_ sent 27 new laws to the president's desk for a signature.
2. Creating long, unique passwords is one way to protect your \_\_\_\_\_.
3. If you don't want Google to collect your search history, you can \_\_\_\_\_ of its data-tracking features in your settings.
4. Mr. Ayres warned that anyone who \_\_\_\_\_ the contest rules would be removed from the contest.
5. Be cautious about sharing \_\_\_\_\_ information on social media.

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

# The Short Write Kit

**Directions:** Complete this activity to help you respond to the Short Write question at the end of any *Scope* Short Read.

## 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.

*Pssst!*  
Here's an example of  
echoing the question  
in the prompt:

**Q:** Why did the chicken  
cross the road?  
**A:** The chicken crossed  
the road because ...



**First, write down the prompt:**

\_\_\_\_\_



**Now, write your claim (echo and answer):**

\_\_\_\_\_

\_\_\_\_\_

## 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 how the text evidence led you to your conclusion,
- 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 it.**

Here's one way to do it:


As author \_\_\_\_\_ explains in the article  
“ \_\_\_\_\_,” ...



(Finish the sentence with your text evidence.)

**Give your commentary for your  
first piece of text evidence.**


Here are some phrases to get your started: *This explains; This proves; This shows that; Clearly.*



**Present your other piece(s) of text evidence.**


Here's one way to do it: *According to the text, ...*

(Finish the sentence with your text evidence.  
Follow with commentary.)



**Finish with a concluding sentence that sums  
everything up.**

Here's one way to do it: *In conclusion, ...*



# What's a Central Idea?

The central idea of a text is the main point the author is making or the most important idea the author wants the reader to know.

**A central idea is the topic of the text + what the text reveals about that topic. It . . .**

can be stated in a single sentence.

can be supported with details from the text.

is *not* a summary of a text.

is *not* the topic of the text on its own.

## Sample Text:

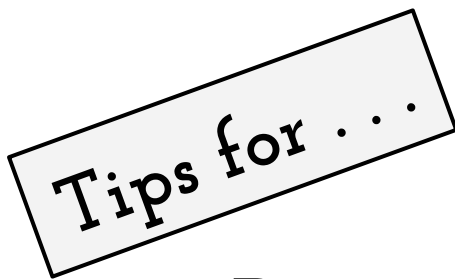
Not only is singing a delightful activity, but it also offers numerous benefits. First, singing releases chemicals in your brain called endorphins, which make you feel happy. Next, singing uses 20 muscles and brings oxygen into your blood, which is good for your heart. Additionally, singing is unifying: Group singing helps you feel connected to others. And fortunately, you don't have to sound like Beyoncé to reap the benefits of singing—you don't even have to be good at it.



**First, identify the topic: Singing**

Ask yourself:  
What does the  
text reveal about  
this topic?

**Then, identify the central idea: Singing is good for you.**



# Determining the Central Idea of a Text

1. Read the article, paying careful attention to the text features (the title, the photos, the captions, etc.).
2. Pay attention to the text structures the author uses. Is the author comparing and contrasting two things? Presenting a problem and a possible solution? Describing a cause and effect? Providing a sequence of events?
3. In one or two words, identify the topic of the article.
4. Reread each section and jot down the central idea of each section.
5. Locate the author's thesis statement. Highlight it.
6. Put it all together. Based on your annotations, answer these two questions: *What is the topic of the text? What does the author reveal about the topic of the text?* Express your answers in a single sentence. This is the central idea!
7. Turn your central idea into a question. (For example: Singing is good for you. → How is singing good for you?) If you've correctly identified the central idea, you'll be able to find the answers to that question in the text. (For example: How is singing good for you? It makes you feel happy. It's good for your heart. It allows you to connect with others.) Those answers are called the **supporting details**.

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

# Central Ideas and Details

Fill in the chart below to identify the central ideas in any *Scope* Short Read.

Article Title: \_\_\_\_\_

Based on the title, photos, and captions, what is the topic of this article? (One or two words only!)

\_\_\_\_\_

<div>Section Title</div> <div><i>(Do not include the article's introduction.)</i></div>	<div>Central Idea</div> <div><i>Write one sentence telling what the section is mainly about.</i></div>	<div>Supporting Details</div> <div><i>Give two or three details that support the central idea.</i></div>

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>

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 article? Answer the question in the space below by writing a sentence stating the central idea of the whole article.

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

## “Is TikTok Going Away?” Quiz

**Directions:** Read “Is TikTok Going Away?” from the September issue of *Scope*. Then answer the questions below.

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1. The author writes, “Even if you don’t use TikTok, it’s likely keeping tabs on you. So are Google, Meta, Microsoft, and other tech companies. They’ve all placed invisible trackers on popular websites—trackers that keep a record of what you do online.” To keep tabs on something means to \_\_\_\_\_.
  - A. monitor it
  - B. make up information about it
  - C. write about it
  - D. research it thoroughly
2. The author writes, “With its endless supply of quirky videos and simple video-making tools, it’s not hard to see why TikTok is the fastest-growing social media platform in the United States.” Which is the definition of *quirky*?
  - A. happening in a very short time or at a fast pace
  - B. not interesting; tedious
  - C. unusual, especially in an interesting or appealing way
  - D. sophisticated
3. The author writes, “TikTok executives say they have never—and would never—share details about Americans with the Chinese government. But Congress isn’t convinced.” These lines help you understand \_\_\_\_\_.  
Choose TWO.
  - A. why TikTok is based in China
  - B. why the U.S. government is concerned about TikTok
  - C. that there is distrust between the American and Chinese governments
  - D. how tech companies track their users
4. The main purpose of the article is to \_\_\_\_\_.  
Choose TWO.
  - A. describe how tracking works and convince readers to let companies use their data
  - B. explain how and why TikTok could get banned in the U.S.
  - C. argue that TikTok should not be banned in the U.S. because of the First Amendment
  - D. inform readers about how tech companies collect and use people’s data

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

## Constructed-Response Question

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

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5. Why is the U.S. government concerned about TikTok?

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

## “Is TikTok Going Away?” Quiz

**Directions:** Read “Is TikTok Going Away?” from the September issue of *Scope*. Then answer the questions below.

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1. The author writes, “Even if you don’t use TikTok, it’s likely keeping tabs on you. So are Google, Meta, Microsoft, and other tech companies. They’ve all placed invisible trackers on popular websites—trackers that keep a record of what you do online.” To keep tabs on something means to \_\_\_\_\_.
  - A. watch it to learn what it is doing
  - B. make up information about it
  - C. write down information about it
  - D. research it
2. The author writes, “With its endless supply of quirky videos and simple video-making tools, it’s not hard to see why TikTok is the fastest-growing social media platform in the United States.” *Quirky* means \_\_\_\_\_.
  - A. quick
  - B. boring
  - C. unusual
  - D. related to dogs
3. The author writes, “U.S. lawmakers worry that China could then use that data to influence our elections, spread false information, or even spy on us.” This line helps you understand \_\_\_\_\_. Choose TWO.
  - A. why TikTok is based in China
  - B. why the U.S. government is concerned about TikTok
  - C. that there is distrust between the American and Chinese governments
  - D. how tech companies track their users
4. The main purpose of the section “Getting to Know You” is to \_\_\_\_\_. Choose TWO.
  - A. describe how TikTok works
  - B. explain why TikTok and other tech companies track their users
  - C. explain why TikTok is so popular
  - D. explain that TikTok collects data from its users

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

## **Constructed-Response Question**

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

---

5. Why is the U.S. government worried about TikTok?

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

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

# Vocabulary

## "The New Girl"

1. **absentminded (ab-suhnt-MAHYN-duhd)** *adjective*; When someone is absentminded, they're lost in thought and not fully focused on what's going on around them. An absentminded person tends to forget things.
2. **backdrop (BAK-drahp)** *noun*; A backdrop is a painted cloth hung across the back of a stage as part of the scenery. *Backdrop* can also be used to describe any kind of background. You could say, for example, that the mountains provided a beautiful backdrop for your photos.
3. **hightail (HAHY-tayl)** *verb*; To hightail is to leave or move very quickly. *Hightail* is usually followed by the word *it*, as in "Jason and his dad hightailed it out of the park when the rain started." *Hightail* comes from the way certain animals, such as deer, rabbits, or cows, raise their tails as they run.
4. **luster (LUH-ster)** *noun*; Luster is a shine, glow, sparkle, brightness, or glossiness, particularly from reflected light.
5. **Mesozoic era (meh-zuh-ZOH-ik EHR-uh)** *noun*; The Mesozoic era is the period in history, many millions of years ago, when dinosaurs roamed the earth.
6. **newfangled (NOO-fang-guhld)** *adjective*; Newfangled is used to describe things that are of the newest kind or style. When people call something newfangled, they often don't mean it in a positive way; they are saying that an object or technology is fancy and new—but also unnecessary or hard to use. Some people might describe \$500 smart glasses as newfangled devices.

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

# Vocabulary Practice

## "The New Girl"

**Directions:** Fill in each blank with one of the terms from the word bank. There is one term you will not use.

absentminded      backdrop      hightail      luster      Mesozoic era

1. Our class went to the natural history museum to learn about the \_\_\_\_\_.
2. My cousin's sports car was polished to a beautiful \_\_\_\_\_. We all stood around admiring the way it gleamed in the sun.
3. Chase and Naomi are working on the \_\_\_\_\_ for the school play. They are painting a giant cloth to look like the rooftops of London.
4. Bella's \_\_\_\_\_ friend said he would water Bella's plants while she was on vacation, but then he forgot to do it.

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

5. Which piece of technology might be described as *newfangled*?

- a. a 30-year-old television
- b. the most recent smartwatch that just came out

6. Which word below is most similar in meaning to *hightail*?

- a. relax
- b. hurry

7. Luster is an object's

- a. color.
- b. glow.

8. Which describes someone being *absentminded*?

- a. Landon forgot to go to band practice.
- b. Jace is studying for a test.

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

# Double-Entry Journal

Story title: \_\_\_\_\_

QUOTATION	YOUR THOUGHTS ON THE QUOTATION
Record lines that jump out at you— lines that feel important, intriguing, moving, puzzling	Record your reactions to these lines— thoughts, questions, connections, predictions

## Discussion Questions

### "The New Girl"

- 1.** Describe the new girl's personality. What makes you say so? (inference, character)
- 2.** How does Angela feel about the new girl and the new girl's request? How do you know? (inference, character)
- 3.** What convinces Angela that the new girl might be telling the truth about being from the future? (inference)

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

# Featured Skill: Dialogue

After reading "The New Girl," use this guide to help you incorporate dialogue into your sequel.

## What is dialogue?

Dialogue is words spoken by characters in a story. It can reveal characters' personalities, thoughts, and feelings, and help advance the plot.

Let's learn how to punctuate dialogue using mentor sentences from "The New Girl."

## PUNCTUATING DIALOGUE

- Use quotation marks to indicate where spoken words begin and end.
- Place punctuation marks at the end of a line of dialogue inside the closing quotation marks (the ones at the end of a character's spoken words).

**mentor  
sentence**

"The *what* farms?"

**mentor  
sentence**

"I know."

**DIALOGUE TAGS**

- You can use dialogue tags (such as *she said*, *Sam asks*, or *James shouts*) to indicate who is speaking and how they are speaking.
- A dialogue tag can come before, in the middle of, or after a line of dialogue.

**mentor sentence****"March 15 is tomorrow," says Angela.****but it could go like  
this****"March 15," says Angela, "is tomorrow."****or this****Angela says, "March 15 is tomorrow."**

- If what a character is saying would end in a period, replace the period with a comma to separate the dialogue from the tag.
- However, if the dialogue before a tag ends with a question mark or an exclamation point, just leave it and don't add a comma.

**mentor sentence****"No, they serve all kinds of things," Angela says.****mentor sentence****"How can I be a famous scientist?"  
Angela says. "I almost failed science  
last semester."**

## ACTION BEATS

- You can also identify the speaker using what is called an action beat: a short description of what a character is doing before, during, or after they speak. Action beats can break up dialogue, make characters and scenes more vivid, and help you avoid using *said* (or *says*) over and over.

**mentor sentence**

Angela looks at the new girl. "Do I know you?"

**mentor sentence**

The new girl sighs. "You don't believe me."

## PARAGRAPH BREAKS

- Start a new paragraph each time a different character speaks.
- Starting a new paragraph can be enough to let the reader know who is talking—no dialogue tag or action beat needed.

**mentor paragraphs**

"I'm not sure I'm following you," Angela says slowly.

"When you grow up, you're going to be a famous scientist. One of the most famous scientists in history, actually, because you're the one who invents time travel. You're my hero!"

"I'm sorry . . . when did all this happen?"

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

# Narrative Planner

## → THE SETTING ←

Where and when does the story take place?

## → THE CHARACTERS ←

Who appears in the story?

## → THE CONFLICT ←

What obstacle will stand in the way of your characters' goals? Will they overcome this obstacle? If so, how?

## ~&gt; THE PLOT &lt;~

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

BEGINNING:

MIDDLE:

END:

## ~&gt; THEME &lt;~

What is the “big idea” woven throughout your story (e.g. family, friendship, loss)? What will your story say about that big idea?

# CHOICE BOARD

## "THE NEW GIRL"

Write a sequel that takes place about 57 years in the future, when Angela is a famous scientist. Be sure to include dialogue in your story—and check the punctuation!

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

Rewrite this story in the form of a graphic novel. Be sure to include dialogue in speech bubbles.

Write a scene in which Dr. Angela Sutcliff gives the new girl her mission. Write from the third-person point of view. Be sure to include dialogue.

Create a 1-minute video review of this story.

- Give the title, author, and genre.
- Introduce the main characters and very briefly summarize what happens.
- Explain what you liked and/or disliked about the story.

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

## “The New Girl” Quiz

**Directions:** Read “The New Girl” from the September issue of *Scope*. Then answer the questions below.

1. **Consider this dialogue between the new girl and Angela:**

“Bleh. These are worse than moon potatoes.”

‘Than *what*?’

‘You know,’ says the new girl. ‘From the colony farms?’ She thinks for a moment. ‘Oh,’ she says. ‘You don’t have moon potatoes yet. Forget I said anything. But when the time comes, do not eat them. You *are* Angela Sutcliff, right? You look like you. I just need to make sure.’

‘The *what* farms?’

**From her responses, you can tell that Angela**

- A. does not like moon potatoes either
- B. is amused by the new girl
- C. has no idea what the new girl is talking about
- D. is angry that the new girl is wasting her time

2. **Consider how the narrator describes the new girl’s shoes:**

“Her shoes look like everybody else’s shoes, except the soles have a weird luster.”

**Luster most closely means \_\_\_\_\_.**

- A. a strong odor
- B. an arrangement of lines or shapes
- C. a small rock
- D. a glow of reflected light

3. **Consider these lines from the story:**

“Why did any part of her believe the new girl? She’s not going to be a scientist. She’s just a dreamy fool.

Angela hears a noise behind her like a marching band coming to life and turns around. And there it is: her future, roaring across the sky.”

**From these lines, you can infer that**

\_\_\_\_\_. **Choose TWO.**

- A. the new girl misled Angela
- B. the new girl’s story was credible
- C. Angela is in danger
- D. Angela is destined to change the world

4. **Consider these lines from the story:**

“How can I be a famous scientist?’ Angela says. ‘I almost failed science last semester.’

‘It’s because you have a special learning style. You don’t hit your stride until you’re about 19.’”

**Based on context clues, the idiom “to hit your stride” means \_\_\_\_\_.**

- A. to help strangers feel more relaxed and comfortable with each other
- B. to complain about something that can’t be fixed
- C. to avoid an important topic or not speak directly about something
- D. to start to do something easily and confidently after starting slowly

## Constructed-Response Questions

**5.** In the beginning of the story, what details reveal that the new girl is not a regular new student?

6. In your own words, what is the new girl's mission? Why does she keep talking about dinosaurs?

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

## “The New Girl” Quiz

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1. **Consider this dialogue between the new girl and Angela:**

“‘Bleh. These are worse than moon potatoes.’

‘Than *what*?’

‘You know,’ says the new girl. ‘From the colony farms?’ She thinks for a moment. ‘Oh,’ she says. ‘You don’t have moon potatoes yet. Forget I said anything. But when the time comes, do not eat them. You *are* Angela Sutcliff, right? You look like you. I just need to make sure.’

‘The *what* farms?’

**Angela’s responses show that she feels**

\_\_\_\_\_.

- A. scared
- B. excited
- C. confused
- D. angry

2. **Consider how the narrator describes the new girl’s shoes:**

“Her shoes look like everybody else’s shoes, except the soles have a weird luster.”

**In other words, the soles \_\_\_\_\_.**

- A. smell
- B. squeak
- C. bounce
- D. glow

3. **Consider these lines from the story:**

“Why did any part of her believe the new girl? She’s not going to be a scientist. She’s just a dreamy fool.

Angela hears a noise behind her like a marching band coming to life and turns around. And there it is: her future, roaring across the sky.”

**From these lines, you can infer that**

\_\_\_\_\_. **Choose TWO.**

- A. the new girl completely made up everything she said about being from the future
- B. the new girl was telling the truth about her mission
- C. Angela is in danger
- D. Angela is destined to change the world

4. **Consider these lines from the story:**

“‘How can I be a famous scientist?’ Angela says. ‘I almost failed science last semester.’

‘It’s because you have a special learning style. You don’t hit your stride until you’re about 19.’”

**Based on context clues, the idiom “to hit your stride” means \_\_\_\_\_.**

- A. to help strangers feel more relaxed and comfortable with each other
- B. to complain about something that can’t be fixed
- C. to avoid an important topic or not speak directly about something
- D. to start to do something easily and confidently after starting slowly



## New Girl Contest

Parent's or legal guardian's name: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

Parent's or legal guardian's signature: \_\_\_\_\_

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the September 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

## What to Do

Ask students to respond to this prompt:

Write a sequel that takes place about 57 years in the future, when Angela is a famous scientist.

Be sure to include dialogue in your story—and check the punctuation! Entries must be submitted to **New Girl contest** by a teacher, parent, or legal guardian. Three winners will each get *The Color of Sound* by Emily Barth Isler.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

### Entries will be judged on:

- ✓ creativity
- ✓ use of dialogue
- ✓ clarity
- ✓ grammar, spelling, and punctuation

**ENTRIES MUST BE RECEIVED BY October 14, 2024.**

# ***The Doomed Quest***

## **Pronunciation Guide**

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**Amar** [AH-mar]

**Anisa** [ah-NEES-ah]

**Enkidu** [en-KEE-do]

**Gilgamesh** [GIL-gah-mesh]

**Sumer** [SOO-mur]

**Uruk** [OO-ruck]

Go to Scope  
Online to listen  
to these names  
pronounced  
aloud.

Thank you to expert Gojko Barjamovic  
from Harvard University for his help with  
these Sumerian names and places.



## ***The Doomed Quest***

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

	Agree	Disagree
1. Immortality (the ability to live forever) would be awesome.		
2. Sometimes friends are closer than family.		
3. Heroes don't have to be perfect.		
4. People can change.		
5. One should enjoy the life they have, rather than always wanting something more.		

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

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

# Vocabulary

## *The Doomed Quest*

1. **bedraggled (bih-DRA-guhld)** *adjective*; Someone or something that is bedraggled looks as if it has been dragged through the mud. It's dirty, limp, worn out, and in generally bad condition.
2. **benevolent (buh-NEHV-uh-luhnt)** *adjective*; Someone who is benevolent is kind and generous. They mean well and want to do good things for others.
3. **futile (FYOO-tl) or (FYOO-tahyl)** *adjective*; *Futile* describes something that produces no result or effect—it is pointless or useless.
4. **gnarled (nahrlld)** *adjective*; To be gnarled is to be rough and full of twists, bumps, and knots. Tree branches often become gnarled as they get old. People's hands can become gnarled too, either from old age or hard work.
5. **immortal (ih-MAWR-tl)** *adjective or noun*; Something that is immortal lives forever; it never dies. As a noun, *immortal* refers to a being that lives forever. The gods and goddesses of Greek mythology were immortal.
6. **rejuvenation (rih-joo-vuh-NAY-shuhn)** *noun*; The verb *rejuvenate* (rih-JOO-vuh-neyt) means "to make new, strong, young, or energetic again."

*Rejuvenation* is the act of making something new, strong, young, or energetic again. Giving an old rusty bike a fresh coat of bright-yellow paint is an example of rejuvenation.

- 6. relentless (rih-LENT-luhs)** *adjective*; Someone who is relentless does not stop or ease up, even when things are difficult. You might be relentless in the pursuit of a goal, such as running a marathon or winning the school science fair.

*Relentless* can also mean “harsh, unforgiving, and constant,” as in “The storm’s relentless rain beat down on the house for hours.”

- 7. resourcefulness (rih-SOHRs-fuhl-ness)** *noun*; The adjective *resourceful* is used to describe someone who is good at finding clever or quick ways to solve problems.

*Resourcefulness* is the ability to quickly or cleverly solve problems. If someone is lost in the wilderness and they make a shelter out of tree branches to stay warm at night, they are demonstrating their resourcefulness.

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

# Vocabulary Practice

## *The Doomed Quest*

**Directions:** Fill in each blank with one of the words from the Word Bank. There is one word you will not use.

benevolent	futile	gnarled	immortal	relentless
------------	--------	---------	----------	------------

1. We've tried to train our Chihuahua not to steal from the table, but our efforts have been \_\_\_\_\_. Yesterday, Peanut snagged an entire hamburger!
2. Mr. Washington spends every Thanksgiving morning volunteering at his local soup kitchen. He's very \_\_\_\_\_.
3. The cowboy's hands were so \_\_\_\_\_ they looked like tree roots.
4. According to legend, if you want to live forever, you must be bitten by a vampire. That's a high price to pay to be \_\_\_\_\_!

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

- |   |   |
|---|---|
| <p>5. <b>Hector described the music coming from his neighbor's apartment as relentless. He means that _____.</b></p> <p>a. the music never stops</p> <p>b. the music is soothing</p>                                      | <p>7. <b>Gabriela spent the day exploring the creek behind her house. When she got home, her mom was shocked by the _____ condition of Gabriela's clothes. They were wet and caked with mud.</b></p> <p>a. rejuvenated</p> <p>b. bedraggled</p> |
| <p>6. <b>Stephon made a net out of a ruler, a sweater, and rubber bands to catch a frog that had escaped its tank in the science lab. This shows Stephon's _____.</b></p> <p>a. resourcefulness</p> <p>b. immortality</p> | <p>8. <b>Which word below is most similar in meaning to <i>rejuvenation</i>?</b></p> <p>a. renewal</p> <p>b. destruction</p>  |

# Discussion Questions

## *The Doomed Quest*

- 2.** How does Gilgamesh seem different in Scene 2 than in Scene 1? What has caused the change? (character)

- 3.** At the end of Scene 4, Gilgamesh says, “Thank you, gods, for giving me such resourcefulness.” Where else in the play does he express a similar idea? What do these statements tell you about him? (text structure, character)
- 4.** What is the tone of Gilgamesh’s line “Surely my people can manage without me” at the end of Scene 5? (tone)
- 5.** In Scene 8, why is Gilgamesh calm in the face of chaos? (inference, character)

**6.** When Gilgamesh returns to Uruk, the citizens are quick to welcome him. Should they be more resentful about his absence? (critical thinking)

**7.** What would be the pros and cons of living forever? Would you want to live forever? (critical thinking)

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

# Featured Skill: Theme

**Directions:** Read *The Doomed Quest*. Then use the guide below to help you write a great paragraph in response to the prompt that appears at the end of the play.

PARAGRAPH GUIDE	YOUR PARAGRAPH
<b>1. Introduce the text.</b> Introduce the title, author, and genre of the text being discussed.	
<b>2. Provide background info.</b> Summarize the text in a sentence or two.	
<b>3. Answer the first question.</b> In Scene 3, Enkidu says to Gilgamesh, "Perhaps years are not the correct measure of a life." What does he mean?	
<b>4. Answer the second question using text evidence.</b> By the end of the play, what does Gilgamesh realize about how he should measure his life? How do you know?	

# CHOICE BOARD

## *THE DOOMED QUEST*

In Scene 3, Enkidu says to Gilgamesh, “Perhaps years are not the correct measure of a life.” What does he mean? By the end of the play, what does Gilgamesh realize about how he should measure his life?

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

Answer the question posed in the caption titled “The Waters of Death”:

The myth of Gilgamesh is one of the earliest known stories about the search for immortality. Does the story present the idea of living forever in a positive or negative way?

Go to Scope Online and read or listen to the story “Facing Forever,” a work of fiction that explores loss and whether immortality would be a blessing or a curse. Then create a Venn diagram that compares the story’s main character, Nathan, with Gilgamesh.

With at least one classmate, use the following discussion prompts to talk about the play. When you’re finished, write a summary of your discussion.

- *One line I thought was powerful was . . .*
- *The character I was most impressed by was . . .*
- *Something I didn’t understand was . . .*
- *This story reminded me of . . .*
- *The theme of this play is . . .*

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

# Making Inferences

Making an inference means using clues from the text to figure out something that the author doesn't directly say. It's like being a detective—using the information given and what you already know to understand more about the story.

**Directions:** Read *The Doomed Quest*. Then answer the questions or follow directions to fill in the chart.

Clues	Inference
<p><b>Scene 1 opens with two elders kneeling at King Gilgamesh's feet:</b></p> <p><b>Gilgamesh:</b> How is Enkidu today? <b>Elder 1:</b> We have tried every remedy. <b>Elder 2:</b> His illness is a mystery. <b>Gilgamesh:</b> Enkidu is like a brother to me. Heal him!</p>	<p><b>1.</b> What can you infer about Gilgamesh from this exchange?</p>
<p><b>2.</b> Find two moments in the play that support the inference on the right.</p>	<p><b>Gilgamesh is stubborn and doesn't take no for an answer.</b></p>

Clues	Inference
<p><b>In Scene 3, Enkidu’s spirit appears to Gilgamesh:</b></p> <p><b>Enkidu:</b> Perhaps years are not the correct measure of a life.</p> <p><b>Gilgamesh:</b> I do not understand.</p> <p><b>Enkidu:</b> Gilgamesh, you are a king. Go home. Take pride in your city. Dance to the lively music that plays at your command. Savor the sweet taste of honey. Enjoy your life.</p>	<p><b>3.</b> What is Enkidu trying to tell Gilgamesh about his quest for immortality?</p>
<p><b>In Scene 5, Gilgamesh asks the Distant One for the secret to immortality:</b></p> <p><b>Gilgamesh:</b> What good is a throne if I am to die? I want a life like yours.</p> <p><b>Distant One:</b> My life is relentless. Everyone I care about eventually dies, and yet I remain.</p> <p><b>SD1:</b> Coldness settles in the Distant One’s eyes.</p> <p><b>Distant One:</b> You have abandoned your kingdom for this foolish quest?</p>	<p><b>4.</b> <i>Relentless</i> means “harsh, unforgiving, and constant.” From this exchange, what can you infer about how the Distant One feels about immortality?</p>

Clues	Inference
<p>5. Find two lines in the play that support the inference on the right.</p>	<p><b>After his return to Uruk, Gilgamesh is more accepting of death and more appreciative of his life.</b></p>

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

## ***The Doomed Quest Quiz***

**Directions:** Read *The Doomed Quest* from the September issue of *Scope*. Then answer the questions below.

1. Which detail should definitely be included in a summary of the play?
  - A. Gilgamesh gives two siblings a handful of silver.
  - B. Gilgamesh's close friend, Enkidu, passes away.
  - C. Gilgamesh meets two scorpions at the Great Mountains.
  - D. Gilgamesh stumbles as he exits a tunnel.
2. What is the main purpose of Scene 5?
  - A. to emphasize that the Distant One is immortal
  - B. to show the benefits of immortality
  - C. to raise questions about the value of immortality
  - D. to reveal that the Distant One will help Gilgamesh conquer death
3. Which statement BEST explains how Gilgamesh changes over the course of the play?
  - A. Gilgamesh is overcome with disappointment and settles for being King of Uruk.
  - B. Gilgamesh comes to understand that the gods want him to be immortal.
  - C. Gilgamesh eventually sees life as short and dangerous.
  - D. Gilgamesh realizes that he doesn't need to literally live forever because he can live on through the city of Uruk.
4. Which line from the play BEST supports your answer to Question 3?
  - A. **Enkidu:** You cannot escape death, nor can you stay young forever.
  - B. **Gilgamesh:** I must attain eternal life. That is the only answer!
  - C. **Gilgamesh:** I will happily fight—and die—beside you, for this great city will live on long after I am gone. In that way, I will be immortal.
  - D. **Storyteller:** Gilgamesh had never had a friend. But then he met Enkidu. Together, Gilgamesh and Enkidu performed many heroic deeds and transformed the city of Uruk.
5. In Scene 3, when Gilgamesh approaches the cave, SD2 says, "... two monstrous scorpions scuttle out of the entrance." *Scuttle* means \_\_\_\_\_.
  - A. to float
  - B. to run with quick, short steps
  - C. to walk slowly
  - D. to glide gracefully
6. Which is a theme of the play?
  - A. Living for a long time is not as important as making the most out of the time you have.
  - B. Power is dangerous.
  - C. If you never take risks, you might not fail, but your life will not be as full and rewarding as it could have been.
  - D. The key to happiness is strong relationships with friends and family.

## Constructed-Response Questions

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

- 7.** Answer the question in the caption titled “The Waters of Death”: *Does the story present the idea of living forever in a positive or negative way?* Use text evidence to support your answer.
- 8.** Describe the role that Enkidu plays in the story. Why is his character important? Use text evidence to support your answer.

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

## ***The Doomed Quest Quiz***

**Directions:** Read *The Doomed Quest* from the September issue of *Scope*. Then answer the questions below.

1. Which detail should definitely be included in a summary of the play?
  - A. Gilgamesh gives two siblings a handful of silver.
  - B. Gilgamesh's close friend, Enkidu, passes away.
  - C. Gilgamesh swings his ax at rocks and trees.
  - D. Gilgamesh stumbles as he exits a tunnel.
2. What is the main purpose of Scene 5?
  - A. to emphasize that the Distant One will live forever
  - B. to show the benefits of living forever
  - C. to raise questions about the value of living forever
  - D. to reveal that the Distant One will help Gilgamesh defeat death
3. Over the course of the play, Gilgamesh realizes that \_\_\_\_\_.
  - A. he will always be disappointed that he cannot live forever
  - B. the gods want him to be immortal
  - C. life is short and dangerous
  - D. he doesn't need to literally live forever because he can live on through the city of Uruk
4. Which line from the play BEST supports your answer to Question 3?
  - A. **Enkidu:** You cannot escape death, nor can you stay young forever.
  - B. **Gilgamesh:** I must attain eternal life. That is the only answer!
  - C. **Gilgamesh:** I will happily fight—and die—beside you, for this great city will live on long after I am gone. In that way, I will be immortal.
  - D. **Storyteller:** Gilgamesh had never had a friend. But then he met Enkidu. Together, Gilgamesh and Enkidu performed many heroic deeds and transformed the city of Uruk.
5. In Scene 3, when Gilgamesh approaches the cave, SD2 says, "... two monstrous scorpions scuttle out of the entrance." *Scuttle* means \_\_\_\_\_.
  - A. to float
  - B. to run with quick, short steps
  - C. to walk slowly
  - D. to glide gracefully
6. Which is a theme of the play?
  - A. Living for a long time is not as important as making the most out of the time you have.
  - B. Power is dangerous.
  - C. If you never take risks, you might not fail, but your life will not be as full and rewarding as it could have been.
  - D. The key to happiness is friendship.

## Constructed-Response Questions

7. Answer the question in the caption titled “The Waters of Death”: *Does the story present the idea of living forever in a positive or negative way?* Use text evidence to support your answer.

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# Scope It Out!

## Podcast Transcript

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Welcome to Scope It Out, the podcast where we take YOU on a thrilling journey. Are you ready?

Today we're going to explore a topic that has fascinated humans since, well, forever: immortality.

In the play you just read, King Gilgamesh is obsessed with living forever. And this obsession is not an uncommon one.

The idea of immortality has long turned up in legend, folklore, and literature—from Greek myths to Harry Potter.

But now, the search for immortality isn't just happening in stories. In laboratories around the world, scientists are hard at work trying to find the secret to living forever (or at least, living for a really, really long time).

Many scientists are exploring how to prolong human life. They are researching ways to stop or "cure" aging, such as through new drugs or growing replacement body parts.

They are also turning to nature. For example, some are hoping to unlock the secrets of several fascinating creatures that seem to live forever. The so-called immortal jellyfish, for example, can reboot its cells to a younger state, essentially transforming from an adult back into a baby.

Some turtles show almost no signs of aging because their cells repair themselves. A microscopic animal called the tardigrade is thought to be nearly indestructible because it can survive for decades in a sleeplike state, protecting its cells with a coating that resembles glass.

Could these discoveries—and others like them—help humans become immortal too? Just imagine it!

Everyone could keep exploring and learning and creating— forever. Want to be an astronaut? Then a doctor? Then a singer? No problem! You'd have all the time in the world.

But. . . wait. If no one ever died, the number of people on the planet would skyrocket. Providing food, water, shelter, and education to everyone would be a big challenge.

Then again, the immortals of the future may not even need food, water, or shelter!

According to Ian Pearson, a futurologist (someone who researches what the future world could look like), humans might one day live on through technology. How? By leaving our bodies behind and having our consciousness—that is, our thoughts, memories, and minds—uploaded into androids.

That's right. We could live on indefinitely as robots.

But what would it be like to actually live forever?

Everyone wants a long, happy life, but forever is a long time. Eventually we'd live long enough to travel to every country, taste every food, read every book— basically have every possible experience. Could immortality get boring?

Plus, for many, the fact that life must end someday is what makes life a gift—something to be cherished. And as Gilgamesh came to understand, life doesn't have to go on forever to have meaning.

Still, immortality would have its perks. You'd get to watch all of history unfold. Will humans make it to Mars? Meet aliens? Invent flying cars? If you lived forever, learning the answers to these questions would be only a matter of time.

So, what do you think? Would you want to live forever?

Sound editing by Dryspell Productions. All music and sound effects by Pond5.

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

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

# Vocabulary

## "Jellyfish Invasion!" and "Would You Eat This Pizza?"

- 1. adaptable (uh-DAP-tuh-buhl)** *adjective*; The verb *adapt* means "to adjust to new conditions." If you move to a new school, it might take a while to adapt, or get used to it. *Adapt* can also mean "to change something to make it work for a new use or purpose." Many classic books have been adapted into graphic novels.  
  
If someone or something is adaptable, it can change or be changed to better suit a situation or environment. Rats are one of the most adaptable animals on Earth. They can survive in almost any environment by changing their diet and behavior.
- 2. briny (BRAHY-nee)** *adjective*; Brine is water that contains salt, like ocean water. If something is briny, it is salty—it contains or seems like it contains salty ocean water. Some types of seafood have a briny taste.
- 3. gelatinous (juh-LA-tuh-nuhs)** *adjective*; *Gelatinous* describes something that resembles jelly, or something that relates to or contains gelatin. (Gelatin is a thickener found in food products like marshmallows and Jell-O that gives them a thick, gummy texture.)
- 4. inedible (ih-NEH-duh-buhl)** *adjective*; If something is inedible, it's not fit to be eaten. *Inedible* can be used to describe food that tastes so bad that nobody wants to eat it or to describe an object that is not food at all, like glue.
- 5. larva (LAWR-vuh)** *noun*; A larva is an immature form of many insects as well as certain other animals, such as frogs and jellyfish. The plural of *larva* is *larvae*. Larvae hatch from eggs, are often wormlike, and are very different from the adult creatures they grow up to be. A caterpillar is an example of a larva—it hatches from an egg as a wormlike insect and later transforms into a butterfly or moth.

- 6. menacing (MEH-nuh-sing)** *adjective*; *Menacing* describes someone or something that seems threatening or suggests that it is going to do you harm. A snarling wild animal can be menacing, and a storm in the distance can also be menacing.
- 7. surplus (SUR-pluhs)** *noun or adjective*; A surplus is an amount of something that is more than what is needed.

*Surplus* can also be used as an adjective to mean "excess; more than what is needed." If the Mulkey family's chickens lay more eggs than the family can use, the Mulkeys might give the surplus eggs to friends and neighbors.

- 8. sustainable (suh-STAY-nuh-buhl)** *adjective*; Something that is sustainable is able to last or continue for a long time. Getting three hours of sleep at night is *not* sustainable. You might be able to make it through one day on three hours of sleep, but you can't survive on that little sleep day after day.

*Sustainable* can also mean "involving methods that do not use up or destroy the environment." Wind is a sustainable energy source; its supply is endless.

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

# Vocabulary Practice

## "Jellyfish Invasion!" and "Would You Eat This Pizza?"

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

1. The clouds over Jane's field hockey game were menacing. What did the clouds look like?
2. Your friend goes to the new pizza place in town and tells you the food is inedible. What does your friend mean?
3. Complete the following sentence: Macon's science project is about sustainable fishing—fishing methods that
4. Alexandra complained that the leftover chicken soup had become gelatinous. What happened to the soup?

5. "Cruise Ship Passengers Complain of **Briny** Drinking Water"
6. "Woman Outraged After Finding **Larvae** in Her Soup at Expensive Restaurant"
7. "What to Do With a **Surplus** of Mint From Your Garden"
8. "Red Foxes Prove **Adaptable** to Life in the City"

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

## Discussion Questions

## **“Jellyfish Invasion!” and “Would You Eat This Pizza?”**

## “Jellyfish Invasion!”

- 1.** The introduction states that “frightful creatures are taking over our oceans.” How is this claim supported in the article? (key ideas and details, supporting a claim)
- 2.** How does the section “Deadly Venom” contribute to the article? (text structure)
- 3.** How are jellyfish helpful? Include information from both the text and the diagram “Jellyfish Superpowers.” (text features, synthesis)

- 4.** What may be causing jellyfish blooms, and what can people do to manage them?  
(problem and solution)

## **“Would You Eat This Pizza?”**

- 1.** How could eating jellyfish be beneficial? (key ideas and details, synthesis)

- 2.** What evidence do authors Andrew Klein and Mackenzie Carro provide to support the idea that people who don't like the idea of eating jellyfish might change their minds?  
(supporting a claim)

- 3.** The article explains that food scientist Antonella Leone works with chefs to create new recipes using jellyfish as an ingredient. How might this process help popularize jellyfish as a food source? (critical thinking)
- 4.** Would you try eating jellyfish? Why or why not? Which dish mentioned in the article would you be most likely to try if you were to try one? (critical thinking)

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

# Featured Skill: Synthesis

**Directions:** Read “Jellyfish Invasion!” and “Would You Eat This Pizza?” Then use this activity to help you respond to the prompt that appears at the end of the articles.

**Step 1: Gather information.**

Carefully read both articles. Then in the chart below, record details that might help make jellyfish appealing to your diners.

	“Jellyfish Invasion!”	“Would You Eat This Pizza?”
nutritional benefits of jellyfish		
environmental impact of eating jellyfish		
popular preparations of jellyfish		

## **Step 2: Plan your infographic.**

Here are some tips for turning the details you recorded in Step 1 into an infographic:

### **1. TITLE:**

Create an engaging title for your infographic. Remember, the goal is to make diners want to eat jellyfish!

### **2. SECTIONS:**

Divide your infographic into clear sections. Here are some ideas:

- **Introduction:** Briefly introduce jellyfish as a new menu item.
- **Nutritional Benefits:** Highlight the health benefits.
- **Environmental Impact:** Explain how eating jellyfish could help the environment.
- **Taste and Texture:** Use sensory details to describe the experience of eating jellyfish.
- **Preparation and Dishes:** How will you be preparing and serving the jellyfish, chef?

### **3. VISUAL APPEAL:**

Use colors, images, and icons to make your infographic attractive.

### **4. READABILITY:**

Use bullet points, short sentences, and headings to make the infographic easy to read.

### **5. CALL TO ACTION:**

Encourage diners to try the new dishes using persuasive language.

# CHOICE BOARD

## "JELLYFISH INVASION!" AND "WOULD YOU EAT THIS PIZZA?"

Imagine you are a chef debuting jellyfish dishes on your restaurant's menu. Using information from both articles, create an infographic to give diners to persuade them to try the new dishes.

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

Create an illustrated children's book that teaches readers about jelly superpowers and the important role jellies play in our oceans. Write it so that a third-grader could understand.

Research one of the foods mentioned in the second article: tomatoes, lobster, or sushi. How did this food go from being viewed as inedible or unappealing to wildly popular? Present your findings in a medium of your choosing.

Write a letter to the authors of the articles, telling them what you learned about jellyfish and jellyfish blooms.

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

# Exploring Text Features

Authors use text features to bring attention to important details. Text features include titles, subheadings, photos, captions, charts, and maps. Answer the questions below to explore the text features in "Jellyfish Invasion!"

**1.** Consider the photo on page 21 and the title of the article. Based on these text features, what do you think the article is going to be about?

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**2.** Consider the image titled "Jelly Troubles." What can you infer about jellyfish from the image its caption?

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**3.** Reread the sidebar "Jellyfish Superpowers." In one sentence, describe the main idea of this text feature.

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**4.** Why might the author have included the sidebar "Jellyfish Superpowers"?

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

# Exploring Text Structure

**Directions:** Read "Jellyfish Invasion!" and "Would You Eat This Pizza?" Then use the graphic organizers in this activity to organize information from the articles.

## CAUSE AND EFFECT

Fill in the cause/effect chart below.

**Cause**

**Cause**

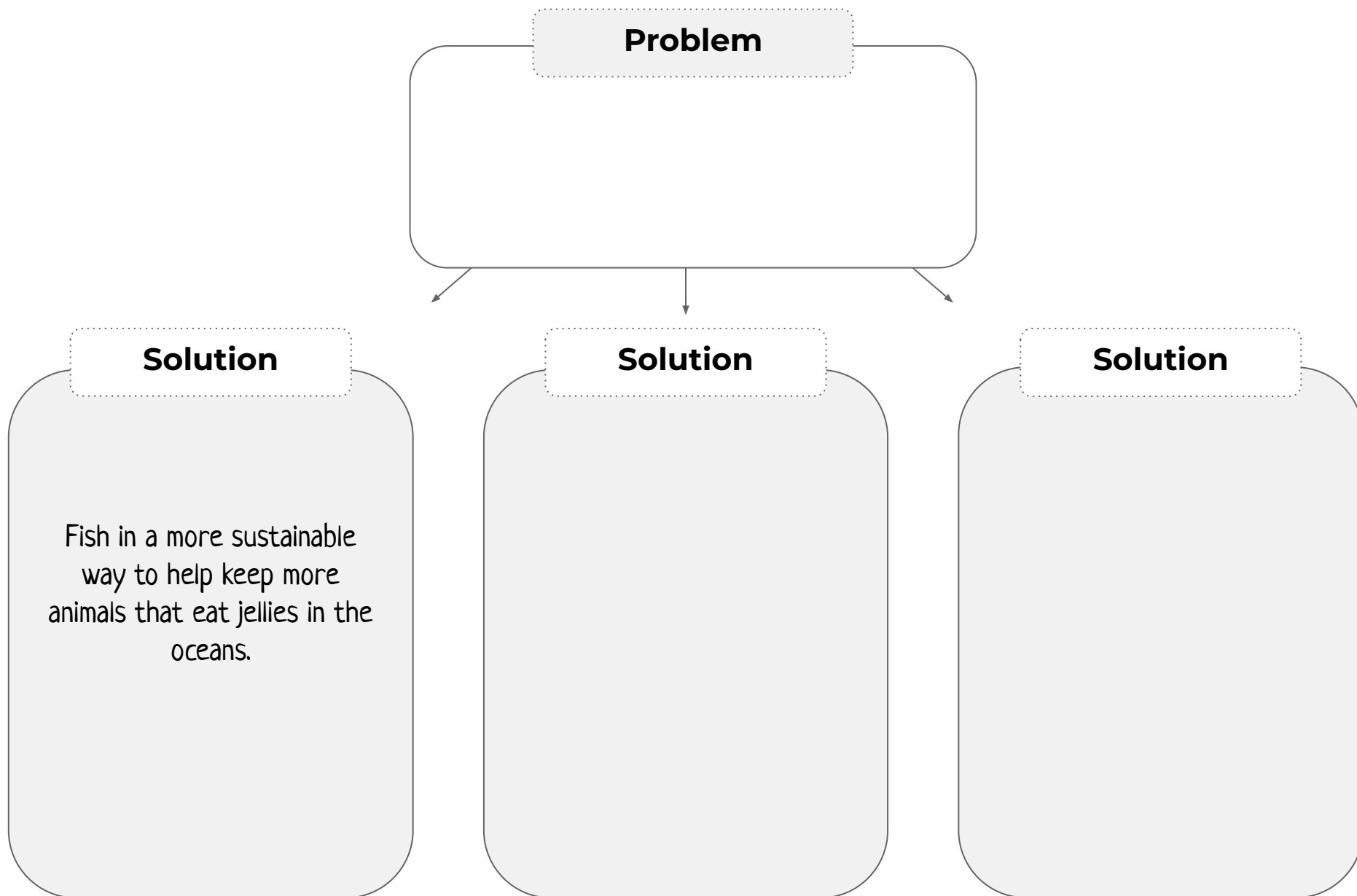
**Cause**

**Effect**

Jellyfish populations  
are on the rise.

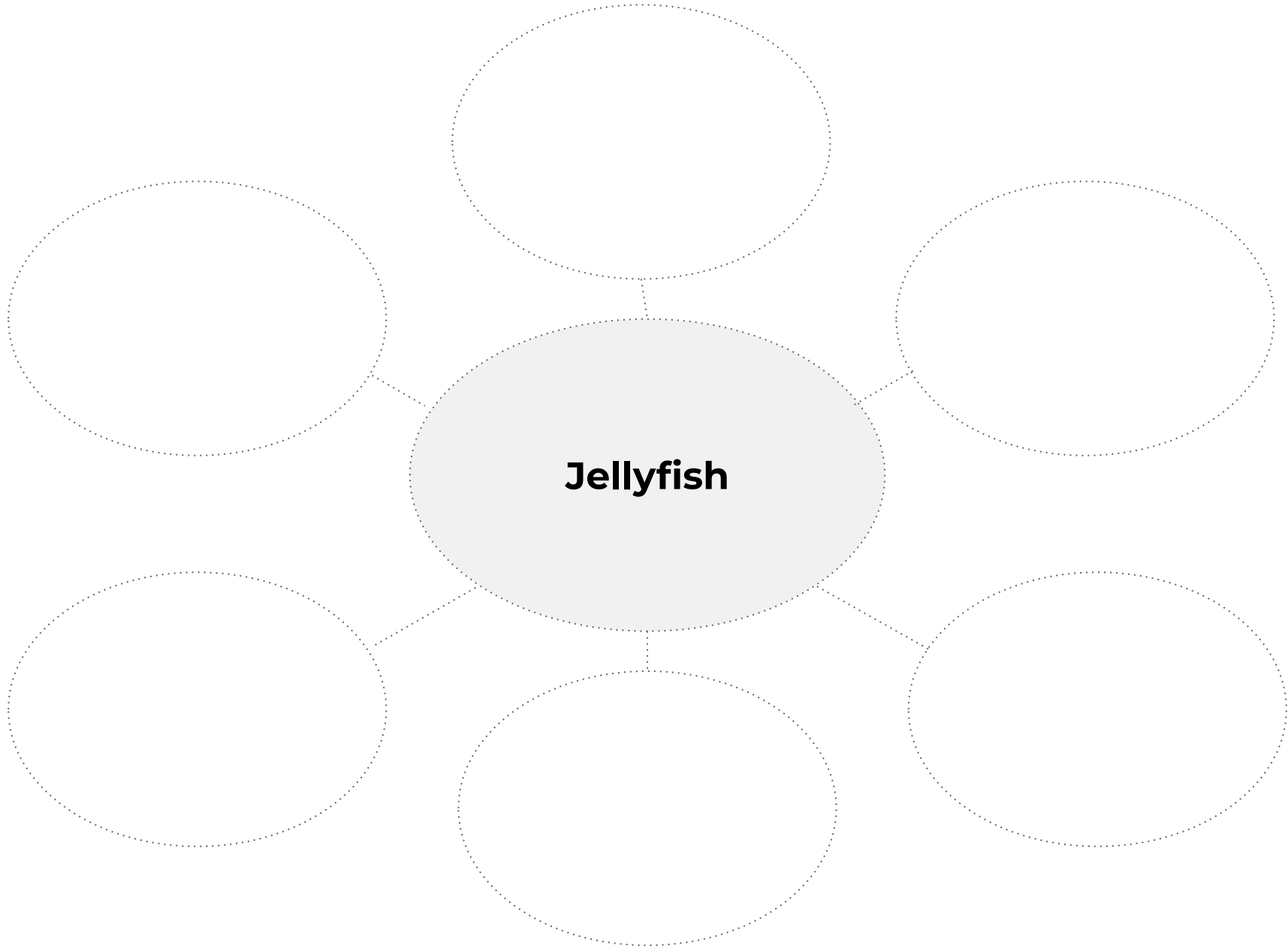
## PROBLEM AND SOLUTION

Fill in the problem/solution chart below.



## DESCRIPTION

What did you learn about jellyfish?  
Fill in the graphic organizer below.



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

# Exploring Text Structure

**Directions:** Read "Jellyfish Invasion!" and "Would You Eat This Pizza?" Then use the graphic organizers in this activity to organize information from the articles.

## CAUSE AND EFFECT

Fill in the cause/effect chart below.

### Cause

Jellyfish multiply quickly.

### Cause

Because of overfishing, there are fewer animals that eat jellyfish in the oceans.

### Cause

Jellyfish are highly adaptable and can survive in polluted and warming waters.

### Effect

## PROBLEM AND SOLUTION

Fill in the problem/solution chart below.

### Problem

Large swarms of jellyfish called jellyfish blooms are causing all kinds of disruptions, from blackouts to shutting down a Navy ship.

### Solution

*According to information in "Jellyfish Invasion!," how can changing the way we fish affect jellyfish?*

### Solution

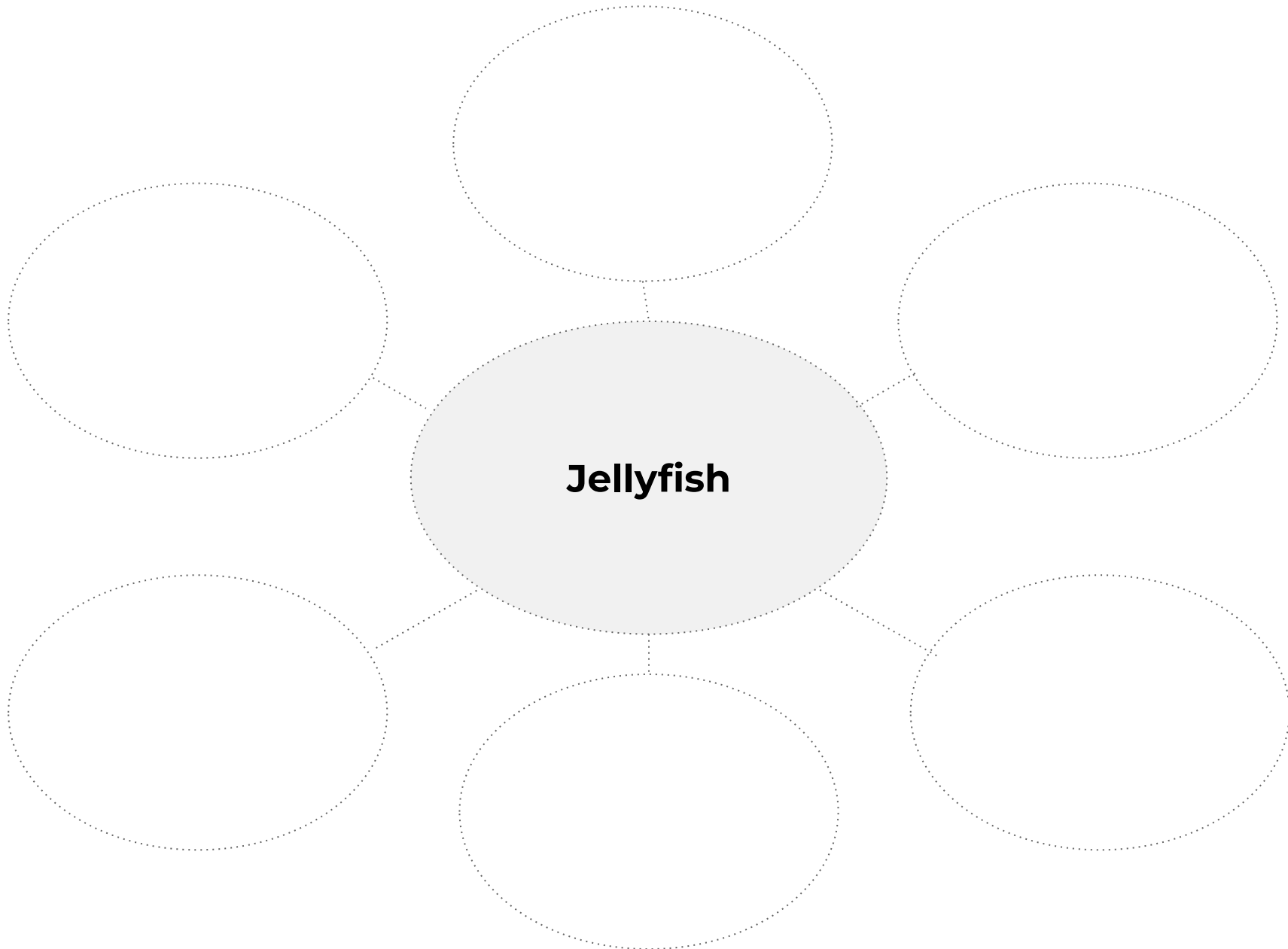
*According to information in "Jellyfish Invasion!," how can we help make our oceans healthier in general?*

### Solution

*According to information in "Would You Eat This Pizza?," why are some chefs starting to make jellyfish dishes?*

## DESCRIPTION

What did you learn about jellyfish?  
Fill in the graphic organizer below.



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

## Paired Texts Quiz

**Directions:** Read “Jellyfish Invasion!” and “Would You Eat This Pizza?” from the September issue of *Scope*. Then answer the questions below.

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1. Choose the pair of words that best describes the mood of the first two paragraphs of “Jellyfish Invasion!”
  - A. joyful and lively
  - B. suspenseful and frightening
  - C. sad and gloomy
  - D. amusing and playful
2. According to the article “Jellyfish Invasion!,” jellyfish populations may be on the rise because \_\_\_\_\_. Choose THREE.
  - A. jellyfish eat the eggs of certain kinds of fish
  - B. jellyfish multiply quickly
  - C. overfishing has led to a decline in populations of jellyfish predators
  - D. jellyfish can survive in polluted and warming waters where other sea creatures cannot
3. Which of the following pieces of text evidence supports the idea that jellyfish are resilient?
  - A. Jellyfish can survive in polluted waters where other sea creatures cannot.
  - B. Jellyfish are an important food source for many animals.
  - C. Jellyfish can be as small as a thumbnail.
  - D. The sting of certain jellyfish species can be deadly.
4. The sidebar “Jellyfish Superpowers” supports the idea that jellyfish are \_\_\_\_\_.
  - A. taking over our oceans
  - B. harmful to humans
  - C. extraordinary and important creatures
  - D. delicious if properly prepared
5. Which detail from “Would You Eat This Pizza?” helps develop the idea that people’s attitudes toward foods can change?
  - A. “And when prepared safely, jellyfish are a healthy choice.”
  - B. “In China, jellyfish is traditionally served at weddings.”
  - C. “In many Southeast Asian countries, dishes such as cold jellyfish salad are quite common.”
  - D. “In the 1500s, people in Italy thought tomatoes were poisonous. Now they are a staple in Italian cuisine.”
6. Both articles support the idea that \_\_\_\_\_.
  - A. jellyfish could become a nutritious new food source
  - B. rising jellyfish populations are a serious problem
  - C. there are many different kinds of jellyfish
  - D. not a lot of people eat jellyfish

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

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

## Paired Texts Quiz

**Directions:** Read “Jellyfish Invasion!” and “Would You Eat This Pizza?” from the September issue of *Scope*. Then answer the questions below.

1. Choose the word that best describes the mood of the first two paragraphs of “Jellyfish Invasion!”
  - A. joyful
  - B. frightening
  - C. sad
  - D. amusing
2. According to the article “Jellyfish Invasion!,” jellyfish populations may be on the rise because \_\_\_\_\_. Choose THREE.
  - A. jellyfish eat the eggs of certain kinds of fish
  - B. jellyfish multiply quickly
  - C. overfishing has left the oceans with fewer animals that eat jellyfish
  - D. jellyfish can survive in polluted and warming waters where other sea creatures cannot
3. Which of the following pieces of text evidence supports the idea that jellyfish are resilient? (*Resilient* means strong and able to withstand difficulties.)
  - A. Jellyfish can survive in polluted waters where other sea creatures cannot.
  - B. Jellyfish are an important food source for many animals.
  - C. Jellyfish can be as small as a thumbnail.
  - D. The sting of certain jellyfish species can be deadly.
4. The sidebar “Jellyfish Superpowers” supports the idea that jellyfish are \_\_\_\_\_.
  - A. deadly
  - B. causing problems
  - C. important
  - D. delicious
5. Which detail from “Would You Eat This Pizza?” supports the idea that people’s attitudes toward foods can change?
  - A. “And when prepared safely, jellyfish are a healthy choice.”
  - B. “In China, jellyfish is traditionally served at weddings.”
  - C. “In many Southeast Asian countries, dishes such as cold jellyfish salad are quite common.”
  - D. “In the 1500s, people in Italy thought tomatoes were poisonous. Now they are a staple in Italian cuisine.”
6. Both articles support the idea that rising jellyfish populations are \_\_\_\_\_.
  - A. good for the oceans
  - B. a problem
  - C. not a new problem
  - D. not a problem

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

## Constructed-Response Questions

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

7. Reread the introduction of “Jellyfish Invasion!” Why do you think the authors wait until the last line of the section to reveal that the “frightful creatures” taking over our oceans are jellyfish?
8. Why might encouraging more people to eat jellyfish be a good idea? Use information from both articles in your response.

## Jellyfish Contest

Parent's or legal guardian's name: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

Parent's or legal guardian's signature: \_\_\_\_\_

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the September 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

### What to Do

Ask students to respond to this prompt:

Imagine you are a chef debuting jellyfish dishes on your restaurant's menu. Using information from both articles, create an infographic to give diners to persuade them to try the new dishes. Entries must be submitted to **Jellyfish contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *The Thing About Jellyfish* by Ali Benjamin.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

#### Entries will be judged on:

- ✓ use of key ideas and details
- ✓ use of information from both texts
- ✓ clarity and good organization

**ENTRIES MUST BE RECEIVED BY October 14, 2024.**

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

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

# Vocabulary

## "Should You Nap at School?"

- 1. adolescence (a-duh-LEH-sns)** *noun*; Adolescence is the phase of life between childhood and adulthood—about ages 10-19. It is a time of significant growth and change. People who are in this phase of life are called adolescents [a-duh-LEH-sents].
- 2. emit (ee-MIT)** *verb*; *Emit* means "to send out from a source." An air conditioner emits cold air. The screen on a cell phone emits light when it's turned on. You might emit a squeal of delight if you were to meet your favorite actor.
- 3. impair (im-PAYR)** *verb*; To impair something is to weaken or damage it. Listening to loud music for too long can impair your hearing.
- 4. productive (pruh-DUHK-tiv)** *adjective*; Someone or something that is productive has the ability to do a lot of work and get good results. If your group was productive during the time your science teacher gave you to work on your project, your group got a lot done. A productive apple orchard produces a lot of apples.
- 5. restorative (rih-STOR-uh-tiv)** *adjective*; *Restore* means "to return someone or something to its earlier good condition." A snack might restore your energy. If someone restores an old car, they repair and replace parts so that it's like new again.  
  
*Restorative* means "having the ability to restore health, strength, and general well-being," as in "A good night's sleep is restorative."
- 6. tendency (TEN-duhn-see)** *noun*; A tendency is a habit or a way someone usually acts or behaves. If you have a tendency to doodle in your notebook or bite your nails, you often find yourself doing those things. Dogs have a tendency to bark at the doorbell and postal carriers.

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

# Vocabulary Practice

## "Should You Nap at School?"

**Directions:** Rewrite each sentence using a form of a word from the word bank.

restorative      productive      emit      adolescence      tendency

1. I got a lot done this afternoon—I cleaned my room, did laundry, and wrote an essay!
2. Our refrigerator has been letting out strange noises all week, so my parents called a repair person.
3. Last semester, Sarah often forgot her homework, so now she checks her backpack before leaving for school every day.

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

4. Which would someone probably find restorative? Choose TWO.

- a. a hot bath
- b. a nap
- c. a case of the flu

5. Who is in adolescence?

- a. your grandmother
- b. a newborn baby
- c. you and your classmates

6. Which is the best synonym for *impair*?

- a. grow
- b. harm
- c. purchase

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

# Write an Argument Essay

**Directions:** Read "Should You Nap at School?"  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should teens get to nap at school?

Consider what you read in the article, as well as your own viewpoints.  
Check the box next to the point of view you will argue in your essay.  
Or write your own opinion in the space provided.

☐

**Yes!**

☐

**No!**

☐

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

**Here's an example: If you think teens should get to nap at school, one of your supporting details might be that naps have been shown to improve attention, reasoning, and memory.**

1.

\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think teens **SHOULD** get to nap at school, summarize the strongest arguments against napping at school that the author presents in the article. If you think teens **SHOULD NOT** get to nap at school, summarize the strongest arguments in favor of napping at school.

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### 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.

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### 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 fallen asleep at school? Describe what happened.

**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: "You're exhausted and can't stay awake in class. Wouldn't it be nice to \_\_\_\_\_?"

**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 teens should nap at school. Finish it in the space provided.

**Most teens do not get enough sleep and are often tired at school. Some people believe that if students could take a nap during the school day, it would refresh their minds and help them learn. Others believe . . .**

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## 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 teens should get to nap at school. (See Scope's handout "Essay Kit: 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 "Evaluating Arguments Checklist" to evaluate and edit what you  
have written.**

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

# Poetry Analysis

## "Campfire"

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1. How much time passes in this poem? In other words, does the poem describe events that happen over a period of minutes, hours, days, or longer?
2. What do the words just think at the very beginning of the poem tell you about the speaker's attitude or feelings about what her mother did as a child?
3. In the second stanza, the speaker says, "I see a brown bag/by her feet—/could it be?" What does the speaker think might be about to happen?
4. In the third stanza, the speaker describes the fire as "spitting ready." What does she mean?

5. Consider the words the speaker uses to describe the marshmallow: big, fat, and luscious. Why do you think the poet chose these words in particular?
6. Why might the poet have made the choice to put the last word of the poem, marshmallow, on its own line?
7. Were you surprised by the poem's ending? Did you find it funny?
8. What did the author's note about the poem help you understand? Did it answer any questions you had about the poem?

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

# Poetry Writing Planner

Directions: Read the poem "Campfire" by Janet Wong. Then complete this activity to help you write your own poem about something you did over the summer.

## 1: Brainstorm

On a blank piece of paper, brainstorm ideas for the topic of your poem. The only rule is that it has to be something you did over the summer. Maybe you want to write about a recipe you made or a book you read. Maybe you want to write about summer camp or a family vacation. Or maybe it's riding your bike or playing basketball in your driveway. The possibilities are endless!

Remember, you're brainstorming. If an idea pops into your head, write it down! You'll go back and choose your favorite idea afterward.

## 2. Review and Choose

Read through all the ideas you brainstormed. Which one do you like best for your poem? Put a star next to it.

## 3. Reflect and Find a Moment

Now take some time to reflect. You might even close your eyes and imagine yourself back in the experience you chose. As you reflect, look for a particular moment or short period of time (up to about 15 minutes) that stands out. You might, for example, think of a moment that was especially joyful, frightening, challenging, or surprising.

Once you have chosen your moment, write a short description of it. No need to write in the form of a poem yet—unless you're inspired to!

## 4. Dig for Details

How many details about your moment can you recall? Answer as many of the following questions as you can. You don't need to write in complete sentences.

Where were you?

Who was with you?

What was said?

What sounds did you hear?

What did you taste?

What did you smell?

What was the weather like?

What emotions did you experience?

Was something special, important, or unusual about this moment?

Are there any other details you remember?

## 5. Write Your First Draft

Now it's time to write the first draft of your poem!

### Guidelines:



Write about something you did over the summer.



Focus on a moment or a short period of time.



Give your poem a title.

### As you work on your first draft, keep in mind:



You do NOT need to include all of the details you wrote down. Choose the ones you like best or think are most important.



"Campfire" is a narrative poem, meaning it tells a story. Your poem can be a narrative too—but it doesn't have to be. You might prefer to focus on your thoughts and feelings without telling a story.



You can break your poem into stanzas (sections) or have just one stanza.

## 6. Revise

### **When you have your first draft . . .**

Read your poem aloud a few times. Is there anything that doesn't feel quite right? That doesn't sound quite right? Sometimes a small change can make a big difference. Keep making changes, big or small, until you're satisfied with your poem.

## Summer Poetry Contest

Parent's or legal guardian's name: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

Parent's or legal guardian's signature: \_\_\_\_\_

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the September 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

### What to Do

Ask students to respond to this prompt:

Write a poem about something you did over the summer. Focus on a particular moment, the way Janet Wong does in "Campfire." Entries must be submitted to **Summer Poetry contest** by a teacher, parent, or legal guardian. Three winners will each get  
*A Suitcase of Seaweed & More* by Janet Wong.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**Entries will be judged on:**

- ✓ creativity
- ✓ clarity

**ENTRIES MUST BE RECEIVED BY October 14, 2024.**

# Using Strong Verbs

Strong verbs are specific, can convey meaning with fewer words, and make your writing more vivid. Here are three tips for making dull verbs stronger.

<p><b>Avoid nonspecific or boring verbs like <i>get</i>, <i>look</i>, and <i>walk</i>. It's not that you should <i>never</i> use words like this—but when you can, replace them with verbs that paint a clearer picture in your reader's mind.</b></p>	<p><i>Olivia walked down the street.</i></p> <p>↓</p> <p><i>Olivia strolled down the street.</i></p> <p>↓</p> <p><i>Olivia marched down the street.</i></p>
<p><b>Avoid overusing “to be” verbs (such as <i>is</i>, <i>are</i>, <i>was</i>, and <i>were</i>). Try replacing “to be” verbs with active verbs to create movement and excitement in your writing.</b></p>	<p><i>The storm was bad last night.</i></p> <p>↓</p> <p><i>The storm raged last night.</i></p> <p>↓</p> <p><i>The storm pummeled us last night.</i></p>
<p><b>Avoid verbs followed by adverbs. Try to replace a verb followed by an adverb with a strong verb that conveys the action more vividly.</b></p>	<p><i>“No,” my brother said quietly.</i></p> <p>↓</p> <p><i>“No,” my brother whispered.</i></p> <p>↓</p> <p><i>“No,” my brother muttered.</i></p>

**Directions:** Rewrite each sentence below with a stronger verb.

- 1. My closet has a lot of clothes in it.
- 2. The cat was on the windowsill.
- 3. She ate her sandwich.

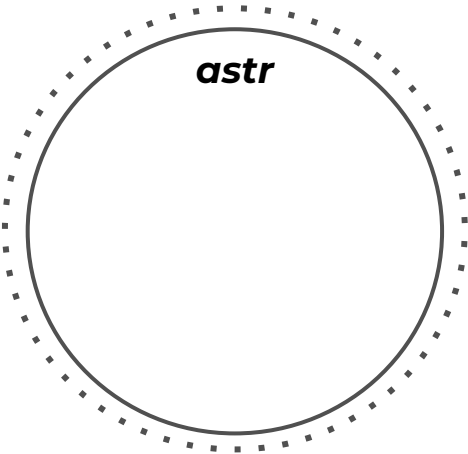
Name: \_\_\_\_\_

# Root Power

PART 1:  
MEANING

In this issue’s Root Power, you learned the Latin root *astr*, which means “star.” Did you figure out the meanings of the words containing this root? Look at the comic again. Then write the meanings of the words below. Use a dictionary as needed.

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



WORD	MEANING
<b>astral</b> (ASS-truhl; <i>adjective</i> )	
<b>astronomy</b> (uh-STRAHN-uh-mee; <i>noun</i> )	
<b>astronomer</b> (uh-STRAHN-uh-mer; <i>noun</i> )	
<b>astronaut</b> (ASS-truh-naht; <i>noun</i> )	
<b>astrodome</b> (ASS-troh-dohm; <i>noun</i> )	

**PART 2:  
PRACTICE**

Fill in each blank below with a form of one of the words listed here to best complete each sentence: ***astral, astronomy, astronomer, astronaut, astrodome.***

Ever since she was a child, Maria has been fascinated by the night sky and everything related to space. Her bookshelves are filled with \_\_\_\_\_ books, and she belongs to her local planetarium's Young \_\_\_\_\_ Club, which is a club for kids interested in studying the stars. There are new and exciting events to attend every week. Last week, for example, Maria got to hear a guest speaker who was a pilot in World War II. He shared that at night, when he couldn't use the sights on land as a guide, he used the stars to determine his location. Sitting in the \_\_\_\_\_ atop his plane, he got a magnificent 360-degree view of the night sky.

Maria left the planetarium more inspired than ever, determined to achieve her dream of flying to space. She hopes to one day become an \_\_\_\_\_, and maybe even be the first person to walk on Mars. Until then, she will just have to dream while she looks out her window at night and takes in the beauty of the \_\_\_\_\_ lights above.

**PART 3:  
ROOT  
CHALLENGE**

Follow the directions below to create a "Root Power"-style panel of your own.

1. Find another word that contains the root *astr*. Write it below.

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2. Using that word, write a sentence that makes the meaning of the word clear. (For example, the sentence "I am an astronaut" does not make the meaning of *astronaut* clear. Give some context clues!)

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3. Draw a picture that shows the word's meaning.

## Root Power Contest

Parent's or legal guardian's name: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian's phone number: \_\_\_\_\_

Student's name: \_\_\_\_\_ Student's grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone number: \_\_\_\_\_

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## What to Do

Ask students to respond to this prompt:

Read "Return of the Astral Queen." Then follow these steps: **1.** Write down the meaning of each word in green. Use context clues or, if needed, a dictionary. **2.** Find another word that contains the root *astr*. **3.** Write a sentence using that word and draw a picture that shows the word's meaning. **4.** Entries must be submitted to **Root Power contest** by a teacher, parent, or legal guardian. Three winners will each get a *Scope* notebook.

Include this form with each student's entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

### Entries will be judged on:

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

**ENTRIES MUST BE RECEIVED BY October 14, 2024.**