

ACTIVITY: "Grammar on the Red Carpet" • SKILL: Commonly Confused Words

There, Their, and They're

The words **there**, **their**, and **they're** are often confused and misused. Here's what you need to know:

Use **there** to refer to a place or to the existence of something.

Examples:

*Ayumi found her dropped book over **there**, behind the oak tree.*

*Ted promised that **there** will be free ice cream at the Scoop Shop's grand opening.*

Use **their** to indicate that something belongs to certain people, animals, or things.

Examples:

*The Kroebers brought **their** new baby home today.*

*The dogs fought over **their** tennis balls for the whole car ride.*

Use **they're** as a contraction of "they are."

Examples:

*Ben and Gabriel say **they're** trying out for the baseball team.*

*I love hanging out with Kim and Carli. **They're** so funny!*

Directions: Underline the correct boldface word in each sentence below.

1. The Kavanaghs have lived in Madrid for three years, but **there/their/they're** moving back to Seattle next month.
2. Megan already left for the party. Priscilla is meeting her **there/their/they're** after dinner.
3. Aja carried the twins' birthday cake, and I carried **there/their/they're** presents.
4. Feyi said **there/their/they're** are four kittens sleeping in a box under the porch.
5. The Barrett boys explained that **there/their/they're** parrot flew away when they opened the window.
6. Leo prefers Brazilian green peaches because **there/their/they're** smaller and milder than American peaches.

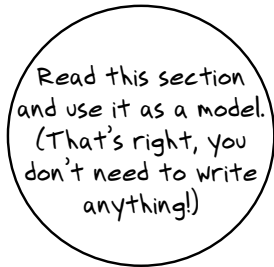
Directions: Write the correct choice of **there**, **their**, or **they're** on each blank in the paragraph below.

Yesterday, my little sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because _____ terrible cheaters. But _____ pleading wore me down, and it was raining, so I agreed. We set up the board on the dining-room table, removing Princess, the cat that likes to sleep _____. Then we picked our tiles. _____ are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like _____ tiles: They kept trying to sneak _____ hands into the tile bag for new ones. _____ is not much else to say about the game, except that it went on and on and on. When it finally ended, I was more than ready to get out of _____. The score? Lisa: 311. Janet: 296. Me: 64. Ugh. My sisters, of course, had a great time. _____ already begging me to play again.

Understanding the Author’s Argument

We have listed three ways the author of “Dazzle and Danger” builds her case that “no pain, no gain” can be a harmful mentality for young athletes. For the first, we’ve also provided lines from the article that support our statement. Then we used what we listed to explain how the author used evidence to support her main idea.

Directions: Fill in the missing information for the second and third statements. Use what we wrote for the first statement as a model.



The author tells the story of Gabby Taylor, who suffered a life-altering injury as a result, at least in part, of the “no pain, no gain” mentality.

Support from the article:

1. “The first time they tried the stunt, Gabby remembers the flyer’s shoulder landing on her neck—hard. The pain was searing, but Gabby ignored it. They needed to get the stunt right, and she didn’t want to let her teammates down.” (p. 5)
2. “The second time they tried the stunt, Gabby felt the pain again. This time, though, it was worse, and Gabby sensed something was wrong.” (p. 5)
3. “*Push through the pain*, Gabby told herself.” (p. 5)
4. ““Doctors have told me that if I had refused to do that stunt a second or third time, I still might be cheering and in college today,” [Gabby] says.” (p. 8)

How the author uses the support to tell the story of Gabby Taylor and her injury:

The author presents an emotional true story about a young cheerleader named Gabby Taylor, who suffered a life-altering injury as a result, at least in part, of the “no pain, no gain” mentality. The first time the stunt went wrong, the author writes, “the pain was searing, but Gabby ignored it.” Gabby attempted the stunt again because she didn’t want to let her squad down. This time, she knew that “something was wrong,” but told herself to “push through the pain.” The author also quotes Gabby saying that doctors have told her she might have made a full recovery if she had not repeated the stunt after the first or second time it went wrong.

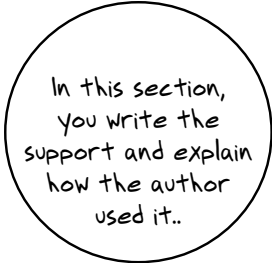
In this section,
you explain how
the author uses
the support we
found.

The author describes warrior culture in youth sports—a key aspect of which is the “no pain, no gain” mentality—as harmful.

Support from the article:

1. “Lord and other experts agree there is another reason kids are getting hurt in cheerleading. It has to do with what’s known as ‘warrior culture,’ a mentality that likens a sports team to soldiers in battle. Nothing is as important as winning. Loyalty to teammates matters more than personal health. Persevering through injury is considered downright heroic.”
2. “This mentality is held by all kinds of athletes: Soccer players who score goals with torn knee ligaments, volleyball players who serve with sprained wrists, football players with concussions who keep tackling.”
3. “The motto ‘no pain, no gain’ has become an accepted norm.”

How the author uses the support to describe warrior culture in youth sports as harmful:



The author shares Gabby’s message about sports safety.

Support from the article:

1.
2.

How the author uses the support to share Gabby’s message about sports safety:

Video Discussion Questions

"No Pain, No Gain: A Conversation with Gabby Taylor"

1. What do you think a "coping mechanism" is? Why do you think that Gabby says her "coping mechanism" is to speak about her injury?
2. What is Gabby's opinion of the "no pain, no gain" mentality? Why is that her belief?
3. What information did you learn in the video that you didn't learn in the article?
4. Choose one detail you listed above. Where in the article could that information be inserted?

Video Discussion Questions

“No Pain, No Gain: A Conversation with Gabby Taylor”

5. Why do you think the author didn’t include the details you listed in your answer to Question 3?
6. Do you think the author of “Dazzle and Danger” would agree with Gabby about the “no pain, no gain” mentality? Explain, using evidence from both the video and the article.

Video Discussion Questions

"Deadly Hits: The Story of Ex-Football Player Chris Coyne"

1. The narrator says that concussions are a serious problem in football. What evidence does he give to support this claim?
2. What are some of the symptoms of post-concussion syndrome? What symptoms does Chris talk about?
3. What is the tone of the video, and how do you know?
4. What do Gabby Taylor, the subject of "Dazzle and Danger," and Chris Coyne have in common? Find at least three examples.
5. How did warrior culture contribute to both Gabby's and Chris's injuries? Use details from both videos as well as "Dazzle and Danger."

NONFICTION: "Dazzle and Danger" • SKILL: Graph-Reading

Reading Graphs

Directions: Answer the questions below about the graphs on page 7 of the January 14, 2013, issue of *Scope*.

1. Which chart compares the number of catastrophic injuries in cheerleading with the number of catastrophic injuries in other girls' sports?
 - (A) "The Number of Catastrophic Injuries"
 - (B) "The Rate of Catastrophic Injury in Cheerleading"
2. Which chart provides information about a longer period of time?
 - (A) "The Number of Catastrophic Injuries"
 - (B) "The Rate of Catastrophic Injury in Cheerleading"
3. Which chart tells you the total number of injuries, including minor injuries, among cheerleaders in 2011?
 - (A) "The Number of Catastrophic Injuries"
 - (B) "The Rate of Catastrophic Injury in Cheerleading"
 - (C) neither
 - (D) both
4. Which of the following is TRUE about the chart "The Number of Catastrophic Injuries"?
 - (A) It shows that an individual high school female athlete is more likely to suffer a catastrophic injury cheerleading than by playing soccer.
 - (B) It shows that from 1982 to 2011, more female high school athletes suffered catastrophic injuries during cheerleading than playing basketball, soccer, gymnastics, softball, or volleyball.
 - (C) It shows that high school cheerleaders suffered more catastrophic injuries from cheerleading in 2011 than in 1982.
 - (D) It shows that each year, 92 female high school athletes suffer catastrophic injuries while cheerleading.

5. Which of the following is TRUE about the chart "The Rate of Catastrophic Injury in Cheerleading"?
 - (A) It shows the total number of catastrophic injuries in cheerleading for each school year between 2001/2002 and 2010/2011.
 - (B) It shows that in 2005/2006, there were more catastrophic injuries in cheerleading than in any other sport.
 - (C) It shows that the number of catastrophic injuries in cheerleading steadily declined between 2006/2007 and 2010/2011.
 - (D) It shows that in 2011/2012, there will be no catastrophic injuries in cheerleading.

Directions: Write your answers to questions 6 and 7 on the back of this paper or type them up on a computer.

6. In 2005/2006, several cheerleading organizations worked together and came up with new rules to make cheerleading safer. What can you infer from one or both of these charts about the effect of these new rules? Explain your answer.
7. Suppose your friend looked at "The Number of Catastrophic Injuries" chart and said, "Wow, cheerleading is really dangerous. I think I'll skip cheerleading and play volleyball instead; it's obviously much safer." Why aren't your friend's conclusions necessarily correct? (Hint: What if there are a lot more high school girls cheerleading than playing volleyball?)

Vocabulary:

"Dazzle and Danger"

Directions: Read the following definitions and example sentences. Then add one more word from the article.

1. **botched (bocht)** *adjective*; done badly or spoiled by poor work or clumsiness
example: Margaret's botched attempt to intercept the football resulted in a face-plant straight into a mud puddle.
2. **excruciating (ik-SKROO-shee-eyt-ing)** *adjective*; intensely or extremely painful or distressing
example: The sting of the box jellyfish causes excruciating pain.
3. **herculean (hur-kyuh-LEE-uhn)** *adjective*; 1. difficult or requiring a great deal of strength to perform; 2. powerful, strong
example 1: Moving the 500-pound grand piano out of Daniel's apartment was a herculean task.
example 2: With a herculean swing of the bat, Wilbur smashed the ball out of the park.
4. **paralysis (puh-RAL-uh-sis)** *noun*; 1. loss or impairment of voluntary movement in part of the body; 2. inability to act or function
example 1: Trampoline accidents can cause neck injuries and even paralysis.
example 2: The city was left in a state of paralysis after the hurricane damaged roads, buildings, and public transportation systems.
5. **rally (RA-lee)** 1. *verb*; to call together for a common purpose; 2. *verb*; to revive or take a turn for the better; 3. *noun*; a large gathering of people for a common purpose
example 1: Though Lockwood High's girls basketball team was down by 10 points, the spirit squad tried to rally the downcast fans in the crowd.
example 2: Despite her exhaustion, Molly was able to rally her strength and sprint for the final half-mile of the race.
example 3: A rally of angry protesters disputing the new tax took place outside City Hall.
6. **toll (tohl)** *noun*; 1. the extent of loss, damage or suffering; 2. a payment or fee for a service or privilege, especially as payment to pass over a bridge or road
example 1: The death of her dear hamster, Einstein, took an emotional toll on Cindy.
example 2: "We have to pay a \$10 toll to cross this bridge?" Dad exclaimed. "That's absurd!"

7. _____ (_____) _____ ; _____

example: _____

NONFICTION: "Dazzle and Danger" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Dazzle and Danger"

Directions: Fill in the circle next to the best answer to each question below.

1. If someone describes a paint job as *botched*, he or she might mean that the work was
 - (A) efficient.
 - (B) thorough.
 - (C) sloppy.
 - (D) inexpensive.
2. Richard said his weekend took a toll on his body. He most likely spent the weekend
 - (A) lounging by the pool.
 - (B) playing video games.
 - (C) rock climbing.
 - (D) solving a jigsaw puzzle.
3. If a shoe factory is in a state of paralysis, which of the following is most likely true?
 - (A) The factory is producing more shoes than ever before.
 - (B) No shoes are currently being manufactured there.
 - (C) A new owner purchased the factory.
 - (D) The machinery at the factory was recently updated.
4. Which situation would most likely be called excruciating?
 - (A) eating a late lunch
 - (B) watching a sad movie
 - (C) arriving late to a friend's party
 - (D) hearing the sound of fingernails on a chalkboard

Directions: In each row of words, put an X over the word or phrase that does not belong.

5.	excite	rally	demoralize	encourage
6.	herculean	muscular	puny	powerful
7.	charge	tax	toll	reward
8.	agility	paralysis	immobility	disability
9.	flawless	botched	wrecked	messed up
10.	unbearable	soothing	agonizing	excruciating

Directions: Choose two vocabulary words from page 1 of this activity and use them in a sentence.

11. _____

NONFICTION: "Dazzle and Danger" • SKILL: Reading Comprehension

"Dazzle and Danger" Quiz

Directions: Read "Dazzle and Danger." Then answer the multiple-choice questions below.

1. What is "Dazzle and Danger" mainly about?

- (A) the dangers of cheerleading
- (B) how severe nerve damage affects the body
- (C) one cheerleader's life-changing injury
- (D) ways to prevent young cheerleaders from getting seriously hurt

2. Why does the author write that many young athletes "set impossible standards, and fear that missing even one practice could jeopardize years of hard work as well as their status on the team"?

- (A) to suggest that Gabby should have refused to repeat the stunt that caused her injury
- (B) to argue that the motto "no pain, no gain" should be banned from sports
- (C) to convince the reader that athletes should never play when they are injured
- (D) to help explain why so many young athletes continue to play when they are hurt

3. As used in the section "Unbearable Pain" on page 7, the word *crashed* is closest in meaning to

- (A) collided. (C) shattered.
- (B) broke down. (D) went to sleep.

4. Which statement is supported by details from "The Story of Cheerleading in Numbers"?

- (A) There were 10 cheerleading injuries in 2001.
- (B) Since 2005, the rate of catastrophic injury in cheerleading has been declining.
- (C) Not many high school girls play volleyball.
- (D) The rate of catastrophic injury for cheerleaders is five times higher than it is for soccer players.

5. Which statement is NOT supported by information in the article?

- (A) Cheerleading has become more dangerous as the stunts have become more difficult.
- (B) Gabby might still be cheering today if she had immediately spoken up about her pain.
- (C) Severe nerve damage cannot be easily fixed.
- (D) Most young athletes are reckless.

6. How does the section "A Perilous Sport?" contribute to the development of the article?

- (A) It describes Gabby's injury in detail.
- (B) It recommends ways to prevent sports injuries.
- (C) It expands the story from Gabby's experience to cheerleading injuries in general.
- (D) It encourages young athletes to speak up.

7. After her injury, Gabby's life changed in all of the following ways EXCEPT

- (A) her neck was paralyzed.
- (B) she couldn't go to school.
- (C) her immune system became weak.
- (D) she had to relearn how to do basic tasks.

8. With which of the following statements would the author most likely agree?

- (A) Young athletes, their parents, and their coaches should reject "warrior culture" in sports.
- (B) Cheerleading will eventually become as dangerous as boys' football.
- (C) Having a certified trainer ensures that cheerleaders will not get injured.
- (D) Cheerleading shouldn't be considered a sport.

Directions: Write your answers on the back of this paper or type them up on a computer.

9. How does the section "Warrior Culture" relate to Gabby and her experiences? Use specific examples from the article in your answer.

10. Consider Gabby's quote: "You only get one body in life, and you need to honor and respect it." What does she mean? How does this statement relate to Gabby?

Critical-Thinking Questions

"Dazzle and Danger"

1. How would you describe author Kristin Lewis's attitude toward Gabby? Explain.
2. According to the article, why are today's cheerleaders in danger?
3. What can you infer is the author's opinion of warrior culture? Explain.
4. How does the author send her message about warrior culture to not only cheerleaders, but other readers as well?
5. Do you think cheerleading competitions should restrict risky stunts? Why or why not?

NONFICTION: "Dazzle and Danger" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Dazzle and Danger." See the Glossary of Nonfiction Terms available at Scope Online for definitions of the words that appear in bold.

Before Reading: Text Features

1. Read the **headline**, or title, on pages 4-5. Write it here: _____

2. Look at the large photo on pages 4-5. What does it show?

Look at the two smaller photos on page 5 and read the caption. What do the photos show?

3. Consider the three photos on pages 4-5 together. Why do you think they were all included? What story do they tell as a group?

4. Look at the "As You Read" box on page 4. What does it tell you to think about as you read?

5. Look at the photos on page 6. What mood do the two images convey? What do they tell you about Gabby?

During Reading: Text Structure

6. Answer the questions below after you read the section "Making It Safe."

A. Place a check (✓) on the **text structure** that best describes how this section is organized.

Description

Sequence

Problem and
Solution

Cause and
Effect

Compare and
Contrast

B. Explain why you chose the **text structure** that you did. _____

After Reading

7. Write a three to four sentence **objective summary** of "Dazzle and Danger." Think about what you would say to a friend who asks, "What is this article about?"

8. Below are three pieces of **supporting evidence** for a **central idea** of "Dazzle and Danger." In the space provided, write a central idea that this evidence supports.

Central idea: _____

Supporting piece of evidence 1: "When cheerleading started in the late 1800s, injuries like Gabby's were unheard of." (p. 6)

Supporting piece of evidence 2: "The number of cheer injuries has been rising over the past 30 years, according to a new report in the journal *Pediatrics*." (p. 6)

Supporting piece of evidence 3: "Today, cheerleading accounts for 65 percent of all catastrophic injuries among girl athletes in high school." (p. 7)

9. Below we have provided a **central idea** of "Dazzle and Danger" and two pieces of **supporting evidence**. Your job is to find and fill in a third piece of supporting evidence. Include the page it came from.

Central idea: The attitude of "no pain, no gain" can be dangerous to young athletes.

Supporting piece of evidence 1: After Gabby told herself to "push through the pain," the stunt she was practicing went wrong for a third time and she suffered serious nerve damage in her right arm. (p. 5, p. 7)

Supporting piece of evidence 2: "Doctors have told me that if I had refused to do that stunt a second or third time, I still might be cheering and in college today," [Gabby] says." (p. 6)

Supporting piece of evidence 3: _____

10. Below are two claims one might make after reading "The Story of Cheerleading in Numbers" on page 7. For each, write whether the claim is true or false. Then explain your answer by identifying the fact or facts that provide **supporting evidence** proving that the claim is true or false.

Claim 1: After cheerleading, the sport with the most catastrophic injuries reported for female high school athletes is soccer.

This claim is ☐ **true** ☐ **false** (check one).

Supporting piece(s) of evidence: _____

Claim 2: The rate of catastrophic injury in cheerleading has gone down each year since 2002/2003.

This claim is ☐ **true** ☐ **false** (check one).

Supporting piece(s) of evidence: _____

11. Consider how athletes like Gabby Taylor probably feel when they are preparing for a big competition. What experience have you had that might have made you feel something similar? Explain. Use text evidence in your answer.

12. What else have you read in which a character experienced something similar to what Gabby Taylor experienced? Explain. Use **text evidence** in your answer.

Cheer Contest

In this article, the author suggests that the “no pain, no gain” attitude can be harmful to young athletes. What evidence does she use to support her opinion? Do you agree that this attitude is harmful? Explain. Use evidence from the article as well as your own ideas. Five winners will each receive a copy of *Curveball: The Year I Lost My Grip* by Jordan Sonnenblick.

My response:

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

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ **My teacher's e-mail:** _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
CHEER CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **FEBRUARY 14, 2013!**

DEBATE: “Did Aliens Make These Statues?” • SKILL: Evaluating Text Evidence, page 1 of 3

Evaluating Evidence

Page 11 of the January 14, 2013, issue of *Scope* asks you to list points that support two major theories about how the Rapanui moved the *moai*. This activity will help you identify those points, and then evaluate them.

Theory 1: The Rapanui rolled their statues.

First, briefly summarize the **rolling method**. Use the illustration on page 10 to help you.

Summary: _____

Now find three points to support this theory. Use the hints to help you.

Point 1 (*Hint:* This one is easy—we wrote it in the magazine for you!):

Point 2 (*Hint:* What happened in 1998 that shows that it’s possible to move the *moai* by rolling them?):

Point 3 (*Hint:* What do skeptics say of the opposing theory, that the Rapanui “walked” the statues, say? If those skeptics are right, how could this support the rolling theory?):

Theory 2: The Rapanui walked their statues.

Briefly summarize the **walking method**. Use the illustration on page 10 to help you.

Summary: _____

Now find four points to support this theory. Use the hints to help you.

Point 1 (*Hint: How is the walking theory connected to Rapanui oral history?*):

Point 2 (*Hint: What happened in modern times that shows it’s possible to move the *moai* by walking them?*):

Point 3 (*Hint: What do scientists Lipo and Hunt say about the opposing theory, that the Rapanui rolled the statues? If they are right, how could this support the walking theory?*):

Point 4 (*Hint: What do fossils that have been found on Easter Island show? How does this weaken the argument that the Rapanui rolled the statues?*):

Now read through the points you listed for both theories. For each theory, draw a star next to the point you think provides the **STRONGEST** support for the theory, and draw an X next to the point you think provides the **WEAKEST** support for the theory. Then complete the following.

I. Rolling Theory

The point I think provides the **strongest** support for the rolling theory is . . .

I think this point is strong because . . .

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The point I think provides the **weakest** support for the rolling theory is . . .

I think this point is weak because . . .

II. Walking Theory

The point I think provides the **strongest** support for the walking theory is . . .

I think this point is strong because . . .

The point I think provides the **weakest** support for the walking theory is . . .

I think this point is weak because . . .

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Write an Argument Essay

Directions: Read "Did Aliens Make These Statues?" on pages 9-11 of the January 14, 2013, issue of *Scope*. Fill in the chart on page 11. Then follow the steps below to write an essay arguing that the Rapanui of what is now called Easter Island either rolled or walked their giant stone statues, the *moai*. (If you completed the activity "Evaluating Evidence," use your answers to help you.)

STEP 1: DECIDE WHAT YOU THINK

How did the Rapanui move the *moai*? Did they use wooden sledges and log rollers, or did they use ropes to "walk" the statues? Consider what you read in the articles and decide which theory you think is more believable. **Check the box next to the point of view you will support in your essay, or write your own opinion in the space provided.**

☐ They rolled them.

☐ They walked them.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the columns on page 11 support your opinion? What are other points that support your opinion? List three to five supporting items here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you find the sledge-and-roller theory more convincing, mention one of the main reasons that someone might disagree with you. On the other hand, if you think it more likely that the Rapanui walked the statues using ropes, acknowledge a strong point supporting the sledge-and-roller theory.

STEP 4: CRAFT YOUR THESIS

The thesis is where you tell readers what the essay is going to be about. The thesis should be a clear, strong statement of the opinion you expressed in Step 1. The rest of your essay should support your thesis.

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The very 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 an anecdote (a very short true story), a fact, a quote, or a rhetorical question (a question to which you don't expect an answer). Here are three ideas for hooks that could work for this topic. **Choose one of the ideas below, or use your own idea, and write a hook on the lines provided (1-3 sentences).**

- 1. ANECDOTE:** Describe an unpleasant instance when you had to move something really heavy. Then compare what you had to move to the *moai*.
- 2. 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. RHETORICAL QUESTION:** Ask readers how they would move a rock that weighs 80 tons.

Your hook: _____

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 very brief summary of the issue. In this case, provide some background information about Easter Island, the Rapanui, and the mystery surrounding the *moai*.

Your summary of the issue: _____

STEP 7: START WRITING

Now that you have the key ingredients for your essay, you are ready to start writing. On the next page, you'll find guidelines for how to organize your ingredients, as well as hints about what else you'll need to add.

Directions: Follow the guidelines below to write a strong essay. You will use what you wrote on the first two pages of this activity.

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of how the Rapanui moved the *moai*.
(See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

BODY PARAGRAPH(S)

Here's where you 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 break them into three paragraphs.

It depends on how much you want to write about each point. Order your supporting points from weakest to strongest. Readers tend to remember best the details that are presented last.

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.

CONCLUSION

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



Finish with a strong sentence. Looking for an idea? Try referring to your hook, finding a quote, or inspiring your readers.

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.
Make any necessary changes and write a second draft.

Vocabulary:

"Did Aliens Make These Statues?"

Directions: Read the definitions and example sentences below. Then add two words of your own to the list.

1. depleted (dih-PLEET-ehd) *adjective*; decreased or exhausted in supply or abundance

example: Michelle's energy was depleted after she ran the marathon.

2. plague (pleyg) 1. *verb*; to trouble, annoy, or torment in some manner; 2. *noun*; a widespread disease, affliction, calamity, or evil

example 1: Jonathan was plagued by negative thoughts. An endless stream of worries and self-criticism ran through his mind.

example 2: Kylee wrote her history paper on the Black Death, a disastrous plague that swept Europe in the 14th century and killed millions of people.

3. replica (REP-li-kuh) *noun*; a close or exact copy or reproduction

example: Manuel built an impressive 6-foot-long replica of a Boeing 747 jet.

4. shambles (SHAM-buhls) *noun*; a state of total disorder

example: Amy's bedroom was in shambles after she tore it up searching for her escaped pet snake.

5. skeptic (SKEP-tic) *noun*; a person who questions the validity or authenticity of something

example: "I'm sorry to be a skeptic," Arianna insisted, "but I just don't believe that those lights you saw on Vanderbilt Avenue last night were aliens."

6. sledge (slej) *noun*; a vehicle mounted on runners and often drawn by animals, used for traveling or for carrying heavy loads over rough ground, snow, ice, etc.

example: We traveled across the snow in a sledge pulled by a team of Siberian Huskies.

7. steeped (steep) *adjective*; surrounded or filled with a quality

example: It's no surprise that Paris, a city steeped in history and art, is among the most popular tourist destinations in the world.

8. _____ (_____) _____ ; _____

example: _____

9. _____ (_____) _____ ; _____

example: _____

DEBATE: "Did Aliens Make These Statues?" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Did Aliens Make These Statues?"

Directions: Complete the sentences using the vocabulary words listed in the Word Bank.

WORD BANK

depleted

replica

skeptic

steeped

plagued

shambles

sledge

1. Many holidays that we celebrate today, such as Thanksgiving and Halloween, are _____ in centuries of tradition.
2. After camping in the mountains for more than a week, our food supply was _____.
3. The look of disbelief on Sandra's face after Andrew told his ghost story suggested that she was a _____ when it came to the supernatural.
4. In biology class, we studied a lifelike _____ of the human body to help us understand human anatomy.
5. Throughout our stay at Maddie's lake house, we were _____ by swarms of mosquitoes that seemed to follow us wherever we went.
6. A wooden _____ can help make moving very heavy objects a lot easier.
7. My baseball-card collection was in _____ after my little brother borrowed it.

Directions: Write two sentences. In each, use at least one of the vocabulary words listed on page 1 of this activity (including the ones you chose).

8. _____

9. _____

Convince Your Principal

Page 16 of the January 14, 2013, issue of *Scope* asks you to write a letter to your principal, convincing him or her to let you put on a school play about Robert Smalls. This activity will prepare you to write a great letter.

Summary

Your principal may not know much about Robert Smalls, so be sure to include a brief summary of who Smalls was and what he is known for. You don't need to go into great detail; just provide the basic facts of Smalls's life. Two or three sentences should do it.

Explain Why Smalls Is a Hero

Use information from "Slave, Warrior, Hero" and Justin O'Neill's editorial "Civil War Superhero," as well as your own ideas, to explain what makes Smalls a hero. You might want to start by describing, in your own words, what makes someone a hero, and then tell how Smalls fits that description.

Describe the Benefits

Now tell your principal how it would benefit the students and teachers at your school, and your community, for your school to put on a play about Robert Smalls.

Sell the Story

You’ve told your principal how it could be educational and inspiring for your school to put on a play about Smalls—but you should also point out that the play will be interesting and entertaining too. Your principal probably doesn’t want the school to put on a boring play, after all. So on the lines below, sell the story—explain why your play would be a hit.

Start With a Bang

The first couple of sentences in your letter should clearly state the reason you are writing and summarize the content of your letter. They should also grab your principal’s attention and make him or her want to keep reading. Write your opening sentences on the lines below.

Now you are all set to write your letter. You should base it on what you wrote above; just be sure to use a respectful tone and follow the format of letter. You should:

- Include the date at the top right-hand corner of the page.
- Begin with a greeting (Dear Principal _____).
- Clearly state the purpose of your letter right at the beginning.
- Support your request with information that will convince the principal to do what you want.
- Thank your principal for considering your request.
- Use a closing like *Sincerely* and sign your name below it.
- Start a new line after the date, after the greeting, and after the closing.

PAIRED TEXTS: "Slave, Warrior, Hero" and "Civil War Superhero" • SKILL: Reading Comprehension

Robert Smalls Quiz

Directions: Read "Slave, Warrior, Hero" and "Civil War Superhero." Answer the questions below.

1. You can infer that many people in the Southern states did not want to end slavery because
 - (A) they thought of slaves as property, and believed it was their right to own slaves.
 - (B) they did not think black people should be free.
 - (C) their livelihood depended on slave labor.
 - (D) all of the above
2. Why was the Northern commander astonished when he met the *Planter's* crew?
 - (A) He thought it was foolish for a group of slaves to attempt such a dangerous escape.
 - (B) He didn't think slaves knew how to pilot ships.
 - (C) He was amazed that a group of slaves had commandeered a ship and made it to freedom.
 - (D) He wondered if he should send the slaves back to their owners in the South.
3. Why was Robert Smalls willing to risk his own life as well as the lives of his wife and children?
 - (A) He believed that freedom was worth dying for.
 - (B) Hijacking the *Planter* was his only option for escape.
 - (C) He didn't know when the Civil War would end.
 - (D) His children were going to be taken away soon.
4. Why did Justin O'Neill write the editorial?
 - (A) to explain why slavery was an evil practice
 - (B) to define what it means to be a hero
 - (C) to tell you about the McKee family after the war
 - (D) to try to convince you that Smalls is a hero
5. What does the illustration on page 12 suggest about Robert Smalls?
 - (A) He was unsure about his escape plans.
 - (B) He was fighting for America's freedom.
 - (C) He was foolish to put himself in such danger.
 - (D) He was calm and determined in the face of great danger.
6. What is an editorial?
 - (A) an essay that is a response to an article in another publication
 - (B) a nonfiction article that tells a personal story
 - (C) an article in a newspaper or magazine that gives the opinions of its editors or publishers
 - (D) a short piece of writing that is strictly factual
7. The author of the editorial would most likely agree with which of the following statements:
 - (A) The McKee family was not evil for owning slaves. They were just doing what was common at the time.
 - (B) Smalls's escape was one of the riskiest during the Civil War.
 - (C) Slavery was an abominable and unforgivable practice in our nation's history.
 - (D) Robert Smalls should have run for president.
8. The tone of the editorial is mostly

(A) reverent.	(C) fanciful.
(B) judgmental.	(D) matter-of-fact.

Directions: Write your answers on the back of this paper or type them up on a computer.

9. The article and the editorial are both about Robert Smalls being a hero. In what ways are they similar? How do they differ? Use details from both articles in your answer.
10. The writer describes an event from Robert Smalls's childhood, when his mother took him to see a slave auction. Why do you think the author chose to include this event in the article? How does it connect to the rest of the article?

Vocabulary: "Slave, Warrior, Hero"

Directions: Read the definitions and example sentences below. Then add two words of your own to the list.

1. **abolish (uh-BOL-ish)** *verb*; to do away with or put an end to
example: This organization is working to abolish homelessness in our community.
2. **bombard (bom-BAHRD)** *verb*; 1. to attack with heavy gunfire or bombs; 2. to attack forcefully or continuously (as with questions or requests)
example 1: The warships threatened to bombard the capital.
example 2: Jessica bombarded Daniel with questions about his new girlfriend.
3. **commandeer (kom-uhn-DEER)** *verb*; to take possession of by force, especially for military purposes
example: Captain Wallace knew the pirates would try to commandeer his ship—and he doubted he could stop them.
4. **helm (helm)** *noun*; a tiller (bar) or wheel used to steer a ship
example: James took the helm and guided the ship safely through the crowded harbor.
5. **hold (hohld)** *noun*; the cargo space inside a boat or an airplane
example: The ship's hold was packed with crates of bananas.
6. **incredulous (in-KREJ-uh-luhs)** *adjective*; feeling or showing an inability to believe; skeptical
example: Sarah and Shelby were incredulous. How could the school dance be canceled? It was all they had talked about for weeks!
7. **treason (TREE-zuhn)** *noun*; the crime of attempting to overthrow one's government or harm or kill its leader, or a violation of allegiance toward one's country or ruler
example: Their plot to murder the king was discovered and they were convicted of treason.
8. **vivacious (vi-VAY-shuhs)** *adjective*; full of life and good spirits; lively
example: "Eliza is so vivacious," said Shannon. "Nothing can dim her spirit."

9. _____ (_____) _____ ; _____

example: _____

10. _____ (_____) _____ ; _____

example: _____

Name: _____ Date: _____

PAIRED TEXTS: "Slave, Warrior, Hero" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Slave, Warrior, Hero"

Directions: In each row, place an X on the word or phrase that does not belong.

- | | | | | |
|----|------------|-------------|-------------|------------|
| 1. | spirited | vivacious | dull | bubbly |
| 2. | hijack | commemorate | commandeer | confiscate |
| 3. | bombard | assault | besiege | plead |
| 4. | definitive | undoubting | incredulous | convinced |
| 5. | establish | cancel | destroy | abolish |
| 6. | betrayal | treason | loyalty | disloyalty |
| 7. | helm | hold | sail | wing |

Directions: Write three sentences. In each, use at least one of the vocabulary words listed on page 1 of this activity (including the ones you chose).

8. _____

9. _____

10. _____

Robert Smalls Contest

Write a letter to your principal persuading him or her to let you put on a school play about Robert Smalls. Explain what makes Smalls a hero and include details that will be particularly compelling to your principal (for example, how your play will benefit the school). Five winners will get each *Traveling the Freedom Road* by Linda Barrett Osborne.

My letter:

[illegible]

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
ROBERT SMALLS CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **FEBRUARY 14, 2013!**

PLAY: *The Birthmark* • SKILL: Reading Comprehension

The Birthmark Quiz

Directions: Read *The Birthmark*. Then answer the multiple-choice questions below.

1. Which of the following lines from the play is an example of foreshadowing?
 - (A) "I watched Georgiana's happiness wither away."
 - (B) "It's like a crimson stain upon the snow."
 - (C) "I give in. Remove this thing you hate."
 - (D) "If only I could have stopped her; if only I could have stopped *him* . . ."
2. Which words BEST describe Aylmer?
 - (A) dissatisfied and eager
 - (B) critical and obsessive
 - (C) daring and brilliant
 - (D) tolerant and appreciative
3. Read this stage direction from the play:
 "Moonlight streams through the window, casting an eerie blue glow on the stage."
 In which sentence is the word *cast* used in the same way as it is above?
 - (A) Vivian *cast* her ballot for class president.
 - (B) The statue of Athena was *cast* in bronze.
 - (C) Cyrus was *cast* as Prince Charming in the play.
 - (D) The tree *cast* a long shadow across the lawn.
4. Which line best demonstrates the play's theme?
 - (A) "Surely this stain can't go as deep as life itself."
 - (B) "What folly it is to worry about life's little imperfections . . ."
 - (C) "As the birthmark faded from her cheek, her last breath faded into the air."
 - (D) "Had he been wiser, he wouldn't have thrown away his happiness."
5. Why does Georgiana agree to let Aylmer remove her birthmark?
 - (A) She is weary of Aylmer's complaining about her birthmark all the time.
 - (B) She hates her birthmark and wants it removed.
 - (C) Aylmer convinces her that she will look better without her birthmark.
 - (D) She won't be happy unless she is perfect.
6. Georgiana's birthmark can be seen as a symbol of
 - (A) scientific advance.
 - (B) true happiness.
 - (C) impossible beauty.
 - (D) human imperfection.
7. In what way does Julia Bluhm think *Seventeen* magazine can be problematic for teenage girls?
 - (A) The magazine promotes having surgery to improve looks.
 - (B) It falsely leads girls to believe they can become professional models.
 - (C) The magazine's perfect photos encourage girls to become obsessed with their appearances.
 - (D) Girls can't be healthy unless they see pictures of people who look just like them.
8. A central idea of both the play and the profile is that people should
 - (A) change their appearances so they can be perfect.
 - (B) feel terrible about any physical flaws they may have.
 - (C) accept their flaws and the flaws in others.
 - (D) start petitions regarding impossible standards of beauty.

Directions: Write your answers on the back of this paper or type them up on a computer.

9. Use evidence from the play to support your answer to question No. 2 above. Consider both direct and indirect characterizations of Aylmer when formulating your response.
10. Why did *Seventeen* magazine sign a Body Peace Treaty, and why is Julia Bluhm "so unbelievably happy" about it?

Critical-Thinking Questions

The Birthmark

1. In Scene 1, how do the two gentlemen guests regard Georgiana's birthmark? Do they think it ruins her beauty? Support your answer with details from the play.
2. How does Aylmer's obsession with Georgiana's birthmark affect their relationship? Support your answers with details from the play.
3. Georgiana tells Aylmer, "You've rejected the best the earth could offer." What does she mean?
4. This story is not realistic—the chances of dying from having a birthmark removed are very slim. By having Georgiana die, what is Hawthorne saying about perfection? Explain.
5. What can you infer about how Julia Bluhm would like teens to see themselves? In what ways are Aylmer's and Julia's views of perfection different?

Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand the play *The Birthmark*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters listed below: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. AYLMER is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

B. GEORGIANA is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

C. JAMES is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because:

2. Give two examples of **indirect characterization** of Aylmer.

3. Describe James's role in the play. How does the audience know that James is telling us about events that happened in the past?

Section 2: Elements of Drama

If this play were written to be performed on stage (instead of in your classroom), there would be no characters called Stage Direction Readers. The play would simply have stage directions—information that appears in the script (either in parentheses or in italics) that is not meant to be read aloud, but is there as directions for the director and the actors to follow. Stage directions can be instructions about lighting or sound, notes about where the actors should move, or details about the scenery, costumes, and props. (Props are objects that appear on stage during a play, like a newspaper or a sword.)

4. Why do you think a playwright includes stage directions?

5. List two significant props used in *The Birthmark* and explain why they are important.

6. An aside is a remark spoken by an actor that is intended to be heard by the audience but not by the other characters in the play. Identify two asides in *The Birthmark*.

7. This play is divided into two acts, each of which is divided into smaller sections called scenes. The beginning of a new act indicates a significant change in time, action, or location. What happens in the last scene of Act I? Why do you think the playwright chose to begin a new act after this scene?

8. In how many different settings does the play take place? Name them.

9. What are the stage directions at the end of each scene? Why do you think these are included?

(Hint: Consider your answer to No. 8.)

10. Describe the role of the lighting in Act I, Scene II.

Section 3: Tone and Mood

11. List at least two adjectives that describe the **tone** of the play.

Now explain how the author established that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

12. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain.

Now explain how the author established the **mood**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did?

Section 4: Plot

13. What is the main **conflict** in the play?

14. What is the **climax** of the play? How do you know?

Vocabulary: *The Birthmark*

Directions: Read the definitions and example sentences below. Then add two words of your own to the list.

1. **brutish (BR00-tish)** *adjective*; resembling or characteristic of a brute (a brute is an animal); brutal; showing little intelligence
example: At first, Shrek appears to be a brutish ogre, but he is actually a charming fellow.
2. **concoct (kon-KOKT)** *verb*; 1. to create by combining ingredients; 2. to invent or think up
example 1: Jessica marveled at her mother's ability to concoct delicious meals from whatever happened to be in the refrigerator.
example 2: Unable to concoct an excuse for his tardiness, Justin found himself in detention.
3. **crimson (KRIM-zuhn)** *adjective*; deep purplish-red
example: Nathan's Superman costume was topped off by a long, crimson cape.
4. **enlightened (en-LAHY-tuhnd)** *adjective*; well-informed and guided by rational thought
example: Although he fancied himself an enlightened leader, the king actually had a tendency to make impulsive decisions about matters he did not understand.
5. **folly (FOL-ee)** *noun*; a foolish action, practice, or idea
example: "You think that sleeping with your book under your pillow is going to help you pass the test?" asked Jane. "Who put such folly into your head?"
6. **recount (re-KOWNT)** *verb*; to tell about in detail; narrate
example: After returning home from a camping trip in Yellowstone National Park, Cynthia was eager to meet up with her friends and recount her exciting encounter with a black bear.
7. **superficial (soo-per-FISH-uhl)** *adjective*; 1. being at, on, or near the surface; 2. concerned with only the obvious or apparent
example 1: Aside from a few superficial scratches, Tommy was not hurt when his bicycle crashed.
example 2: "Don't be so superficial!" said Noah. "You can't judge people by their shoes."

8. _____ (_____) _____ ; _____

example: _____

9. _____ (_____) _____ ; _____

example: _____

PLAY: *The Birthmark* • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

The Birthmark

Directions: Choose a word from the Word Bank that has the same, or nearly the same, meaning as the boldface word or phrase in each sentence. Write the words on the lines provided.

Word Bank		
brutish	crimson	recount
concoct	folly	superficial

1. Fortunately, the dent was **not deep**. _____
2. My cheeks turned **dark red** in embarrassment. _____
3. Eating five pieces of cake is complete **foolishness**. _____
4. Grandpa will often **describe** his days in the army. _____
5. The witches **prepare** a green, bubbly potion. _____
6. It was rather **cruel** of Ken to push his little brother. _____

Directions: In each row, place an **X** on the word or phrase that does not belong.

- | | | | |
|------------------|---------------|-------------|----------|
| 7. knowledgeable | sophisticated | enlightened | ignorant |
| 8. demolish | invent | concoct | devise |
| 9. savage | gentle | brutish | beastly |

Directions: Write two sentences. In each, use at least one of the vocabulary words listed on page 1 of this activity (including the ones you chose).

10. _____

11. _____

Perfection Contest

In Act I, Scene I, of *The Birthmark*, a character says that our flaws are what make us human. What do you think he means? According to *The Birthmark* and “The Fight for Real Beauty,” is it wise to try to become flawless? Support your answer with evidence from both texts. Five winners will each receive a copy of Scott Westerfeld’s *Uglies*.

My response:

Please continue on another sheet of paper if you need more room.

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
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ENTRIES MUST BE RECEIVED BY **FEBRUARY 14, 2013!**

THE LAZY EDITOR: "Mom, Did You Really Name Me Hashtag?!" • SKILL: Apostrophes

Perfect Apostrophes

Here are some rules to remember when using apostrophes to create **contractions** and **possessives**:

1. To form a **contraction**, use an apostrophe to replace the letters you remove. For example, you form *don't* by combining *do* and *not* and replacing the *o* in *not* with an apostrophe.
2. **Possessives** show ownership. To make a **singular noun** (like *dog*) possessive, add 's to the end of the noun. For example: *the dog's ball*. Here the possessive shows that the ball belongs to one dog. (Add the 's even if the noun ends with s: *James's guitar*.)
3. To make a **plural noun** (like *dogs*) possessive, add an apostrophe after the s that is already at the end of the noun. For example: *the dogs' ball*. Here the possessive shows that the ball belongs to more than one dog. If the plural noun doesn't end in s, add an apostrophe and an s. For example: *the children's toys*.
4. Don't add apostrophes to **possessive pronouns**. For example: *the book is hers; its tires were flat; that is ours*.
5. To make a **compound noun** possessive, add 's to the end of the last word. For example: *my mother-in-law's house*. If **two or more people or things** possess the same item, add 's to the end of the last person or thing only. For example: *Karen and Walter's box of doughnuts*.

Directions: Fill in the circle next to the best answer for each question.

- | | | |
|--|--|---|
| <p>1. Which of the following is correct?</p> <p>(A) Gerald doesnt like vegetables.</p> <p>(B) Gerald does' not like vegetables.</p> <p>(C) Gerald doesn't like vegetables.</p> <p>(D) Gerald doesnt' like vegetables.</p> | <p>3. A group of ladies had a picnic on a windy day. Which sentence correctly states what happened to their hats?</p> <p>(A) The womens' hats blew away.</p> <p>(B) The women's hats blew away.</p> <p>(C) The womens hats blew away.</p> <p>(D) The womens hat's blew away.</p> | <p>5. Choose the correct sentence.</p> <p>(A) The dog ate its dinner.</p> <p>(B) The dog ate it's dinner.</p> <p>(C) The dog ate its' dinner.</p> <p>(D) The dogs' ate its dinner.</p> |
| <p>2. Which of the following correctly indicates that the expensive camera belongs to Ross?</p> <p>(A) Ross's camera is expensive.</p> <p>(B) Ross camera is expensive.</p> <p>(C) Ros's camera is expensive.</p> <p>(D) Rosses camera is expensive.</p> | <p>4. Which sentence contains the correct contraction of <i>we have</i>?</p> <p>(A) Weave already seen that movie.</p> <p>(B) We've already seen that movie.</p> <p>(C) We've already seen that movie.</p> <p>(D) W'eve already seen that movie.</p> | <p>6. Who lives in the house in the following sentence? Juli and Janet's cousins' house is far away.</p> <p>(A) Janet</p> <p>(B) Juli and Janet</p> <p>(C) one cousin of Janet</p> <p>(D) more than one cousin of Juli and Janet</p> |

Directions: Rewrite each of the following sentences, adding the missing apostrophes.

7. Its starting to rain, but I forgot my parents umbrella.

8. Their football teams mascot isnt as frightening as ours.

9. Jackson wishes he didnt have to go to his brother-in-laws party.

THE LAZY EDITOR: "Mom, Did You Really Name Me Hashtag?!" • SKILL: Homophones

Conquer Those Homophones

Homophones are words that sound the same but have different spellings and meanings. It's easy to get them mixed up. Here are definitions of the homophones that appear in "Mom, Did You Really Name Me Hashtag?!" in the January 14, 2013, issue of *Scope*:

coarse: 1. rough in texture: *The coat was made of coarse fabric.* 2. crude, vulgar, or rude: *My coarse uncle often tells offensive jokes.*

course: 1. a route or direction taken: *The plane changed course to avoid the storm.* 2. (used with of) certainly, definitely: *Of course we'll come to the party.*

there: 1. used when referring to a location: *Let's go back there.* 2. used when talking about the existence of something: *There is someone at the door.*

they're: a contraction of *they are*

their: belonging to certain people, animals, or things: *The Smiths took their dog out for a walk.*

your: belonging to or having to do with the person or people to whom the speaker is referring: *Your mom is calling.*

you're: a contraction of *you are*

to: a preposition, whose uses include:

1. expressing motion or direction toward a point, person, place, or thing: *I went to the mall.*
2. marking the infinitive of a verb: *Kate wants to ski.*
3. expressing a limit: *Phil's pet snake grew to four feet in length.*

too: 1. in addition; also: *Ana is blond too.*

2. excessive: *I ate too much cake.*

two: the whole number between one and three: *We have two kittens.*

Directions: Circle the correct boldface word in each sentence below.

1. Heidi's horse has a **coarse/course** mane that requires daily brushing.
2. Catherine told us that **you're/your** coming to the party!
3. I can't find my yellow pajamas, but I know **their/there/they're** here somewhere!
4. "You **to/too/two** in the back," my science teacher barked at Nathan and me, "stop talking!"
5. Salmon travel miles and miles to get back to where they were born so they can lay **their/there/they're** eggs.
6. Isaiah was disappointed that his friends all wanted **to/too/two** go home so early.
7. **You're/Your** taste in music is very similar to Lola's.
8. I wish I were **their/there/they're** in Paris with you.
9. Worried about arriving on schedule, the captain decided to change the ship's **coarse/course**.
10. "Are you going to Kristina's birthday party **to/too/two**?" asked Julia.
11. I suggest you bring a pair of sandals, because the sand at the beach is very **coarse/course**.
12. "**Your/You're** expected to arrive at class before the bell rings," Mrs. Winters reminded her students.

THE LAZY EDITOR: "Mom, Did You Really Name Me Hashtag?!" • SKILL: Ambiguous Pronouns

Puzzling Pronouns

Think about the following sentence:

When my sister wore Mom's ring, she was really happy.

Who is happy? You can't tell, because it's not clear whom the pronoun *she* refers to. Because of this, the sentence is ambiguous, or open to more than one meaning. Here is one way to make the sentence clear:

It made my sister really happy to wear Mom's ring.

Directions: Place a check (✓) next to the CLEAR sentence in each group. We did the first one for you.

1. a _____ Nicholas went to see the lion, and he started roaring.
b ☒ The lion started roaring when Nicholas went to see him.
2. a _____ Jenny emptied the trash out of her car and washed it.
b _____ Jenny washed her car and emptied the trash out of it.
3. a _____ Aaron's brother wondered how tall Aaron was going to be.
b _____ Aaron's brother wondered how tall he was going to be.
4. a _____ The teachers assured the students that they would all pass the test on Friday.
b _____ The teachers assured the students, "You will all pass the test on Friday."
5. a _____ Evan called Jon every day when he was at camp.
b _____ When Jon was at camp, Evan called him every day.

Directions: Revise the following sentences so that their meanings are clear. We did the first one for you.

6. Noelia and Aurelia are twins, but she has always been taller.

Noelia and Aurelia are twins, but Noelia has always been taller.

7. Emiko gave Jennifer a new book that she couldn't put down.

8. The pictures Lucas took of Victor are still on his camera.

9. My aunts blamed my uncles for their loss at the family volleyball tournament.

10. I left my running clothes at Grandma and Grandpa's house. They were gone when I went back.

Let's Agree, Shall We?

A verb should agree with its subject. In other words:

If the subject is singular, use a singular verb, and if the subject is plural, use a plural verb:

Jason *sings* beautifully.

The lion cubs *were* waiting for their mother.

Sometimes, it can be a bit tricky to figure out whether the subject is singular or plural. Here are some tips:

When the subject is composed of two or more nouns or pronouns connected by *and*, use a plural verb:

Alex and Emma *run* fast.

Use a singular verb with sums of money or periods of time:

Ten dollars *is* a good price for that ticket.

Three hours *is* a long time to wait.

When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb:

Grandma or Grandpa *is* going to pick me up tonight.

Collective nouns are nouns that describe a group, such as *team*, *committee*, *class*, and *family*. When all the members of the group are doing the same thing, use a singular verb:

Our class *raises* the most money every year.

The words *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anybody*, *anyone*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb:

Everyone *is* looking forward to Saturday.

When the members of the group are acting as individuals, use a plural verb:

The majority of my friends *are* arriving tomorrow.

Directions: In each sentence below, underline the subject and circle the correct verb from the pair of verbs in parentheses. We did the first one for you.

1. The president and his adviser (is/are) meeting in the Oval Office.
2. Ina (isn't/aren't) coming with us to the park because her grandparents are visiting.
3. My parents (has/have) already bought 10 raffle tickets.
4. What classes (do/does) Jess have after lunch?
5. A school of bright-colored fish (was/were) swimming past us while we were snorkeling.

6. One of Emma's little brothers (has/have) seen every Harry Potter movie 10 times.
7. A few of Sajit's cousins (was/were) at the reunion.
8. Everybody (hope/hopes) the Cougars will win on Saturday.
9. The freckles on Annie's face (seem/seems) to have multiplied.
10. My brother's swim coach (want/wants) him to practice before school every morning.
11. I'm not sure if Brett or Sam (is/are) going to play the lead role on Saturday.
12. Twenty minutes (is/are) about the standard amount of time to wait for a delivery.

Directions: In each sentence below, circle the subject that agrees with the verb. We did the first one for you.

13. My (nose/nose and throat) is itchy.
14. (One/Many) of Althea's friends plays drums in the marching band.
15. The (kitten/kittens) like to play in the laundry basket.
16. (She/They) has \$20 to spend at the bookstore.
17. Jeremy's (family/brother and sister) is really nice.
18. When the bell rings, (the class/the students) leap up from their seats.
19. (Nobody/Two of my friends) likes scary movies.
20. (Rufus/Rufus and Frannie) meow at me every time I walk by.

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Hailee Sims into an article.

1 The headline "Raising a Champ" tells you about the central idea of the interview—and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

2 Rewrite each question-and-answer pair as one paragraph. Your paragraphs should be written from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*). You should paraphrase, or rewrite in your own words, what Hailee says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

Paragraph 1: Hailee Sims, 15, raises farm animals at her home in Yuma, Arizona. She raises rabbits, pigs, and steers, which are male cows used for beef. She enters some of her animals in contests at state fairs, where prizes go to the "biggest, strongest, and best-groomed" steers.

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

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3 Choose two sentences from what Hailee said in the interview to use as direct quotes in your article.
A direct quote is another person's exact words.

Direct Quote 1: _____

Direct Quote 2: _____

Note that when you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are three examples of how to do that:

1. "I wake up at 5 a.m.," Hailee explains, "and go outside to rinse and feed the cows and pigs."
2. "I love the challenge of raising them," Hailee says.
3. Hailee admits, "It was a bad day when we had to say goodbye."

4 Pick out the information that you find most interesting in the interview. You might choose, for example, that Mully, the champion steer Hailee raised, eventually had to be sold and slaughtered for beef.

The information I find most interesting is: _____

5 Now it's time to put it all together. Write your article on a separate sheet of paper or type it up, following the guidelines below.

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. *Hint:* What did you write in Step 4?
- Be sure to let readers know what the article is going to be about. In other words, state the central idea of the article.

Body Paragraphs:

- Your paragraphs should flow smoothly from one to the next. You may need to write transition sentences at the beginning of some paragraphs.
- Don't forget to include the direct quotes that you chose in Step 3.

Conclusion:

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

SKILL: Punctuating Quotations

Quotation Punctuation

We use quotation marks to show where a quotation, or the exact words of a speaker, begins and ends. Here are some basic rules about the punctuation and capitalization of quotations:

- 1. Quotation marks ALWAYS come in pairs, at the beginning and end of the quotation. If a quote is more than one sentence, use closing quotation marks at the end of the last sentence only.**

Example 1: "This is the best pepperoni pizza I've ever had," Shelby said.

Example 2: Marcus exclaimed, "Don't turn the TV off! This is my favorite show!"

- 2. A quotation begins with a capital letter.**

Example: Mrs. Rubin asked, "How long does it take you to get to school in the morning?"

- 3. If a quoted sentence is divided into two parts by words that tell who is speaking (like *he says* or *I asked*), the second part of the quoted sentence begins with a lowercase letter.**

Example: "I spent 45 minutes on that algebra problem," Eric said, "but I just couldn't figure it out."

- 4. The quotation's ending punctuation goes inside the ending quotation marks.**

Example: The captain announced, "Ladies and gentlemen, we will be landing in Chicago shortly."

- 5. A comma separates the quotation from the words that tell who is speaking. When appropriate, a question mark or an exclamation point can be used in place of the comma.**

Example 1: "I finished my homework," said Suraj.

Example 2: "Did you finish your homework?" asked Suraj.

Example 3: "My dog ate my homework!" cried Suraj.

- 6. Use single quotation marks for quotations within quotations.**

Example: "Did Mrs. Ellis just say, 'Feel free to chew gum in class?'" whispered Tina. "Or am I crazy?"

Directions: Correct the punctuation and capitalization in the sentences below.

1. "My mom's favorite movie is *The Princess Bride*. "actually, I like it a lot too. said Ariella
2. "Could you please tell me where 3rd Street is asked Ed. I'm trying to find the Magnolia Bakery."
3. "The only way to get there" explained the policewoman "Is to go down Fairfax and then turn left."
4. "When are you going to show me your art project"? "I'm really looking forward to seeing it"! Mom said.
5. Jake shouted Whoa! That was awesome. He almost broke the bat with that home run."
6. "If you don't have anything nice to say" said Mrs. Lewis "then it's best to not say anything at all."
7. "Wait until you hear this" Dani exclaimed. Hailey just ran by and said, Free ice cream in the cafeteria until 3:00. Then she disappeared around the corner.
8. Lily chattered, "it's freezing in here. Can someone turn the heat on"?

You Write It Contest: Jan. 14, 2013

Read the interview with Hailee Sims on page 24. Think about the headline we wrote—this will tell you what the main idea of your article should be. Then write an article about Hailee in your own words. Use quotes from the interview and make sure you stay focused on the main idea. Your article should be 250 to 500 words long. Three winners will each get a \$25 Visa gift card and will be published at Scope Online.

My article:

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

Please continue on another sheet of paper if you need more room.

My name: _____

My home phone number: _____ **My grade:** _____

My teacher's name: _____ **My teacher's e-mail:** _____

School name: _____

School address: _____

City: _____ **State:** _____ **ZIP:** _____

School phone number: _____

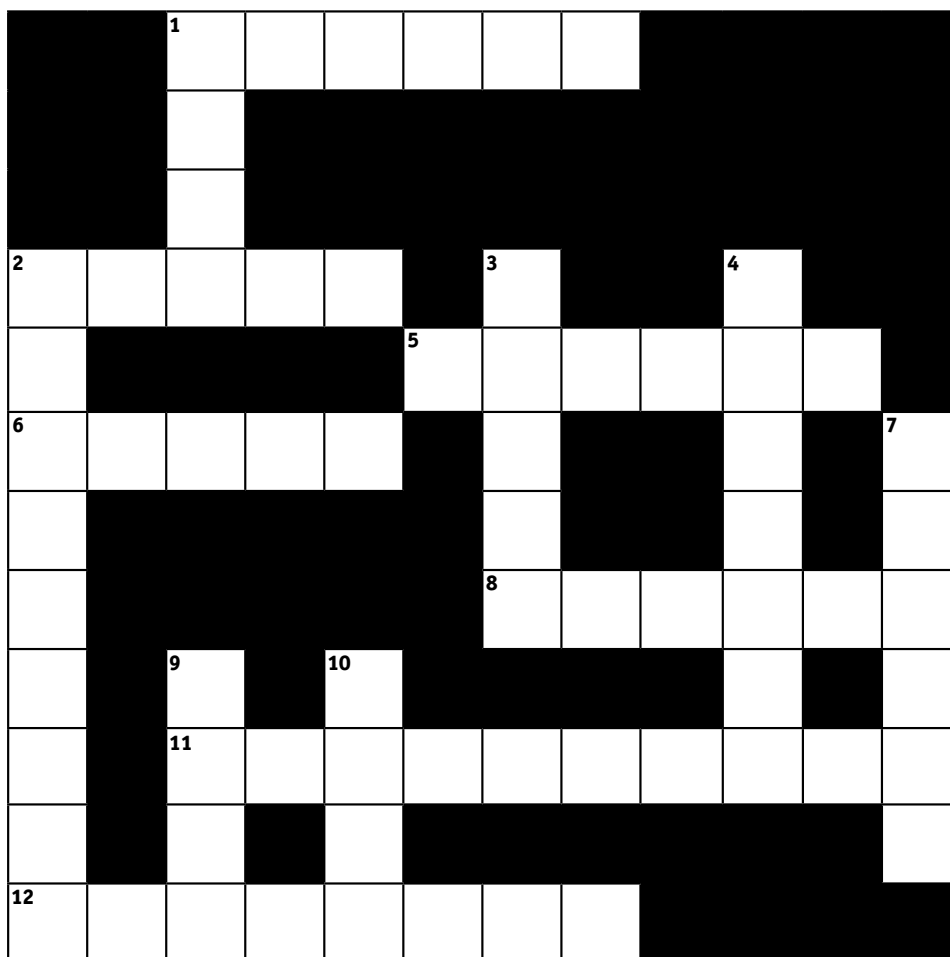
My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
YOU WRITE IT CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **FEBRUARY 14, 2013!**

Scope Crossword Puzzle

Directions: Use the January 14, 2013 issue of *Scope*, to help you complete the crossword.



ACROSS

1. In the past, parents were expected to name their baby after a ____ member.
2. Georgiana's death is foreshadowed by Aylmer's ____.
5. a female cow
6. To carve the *moai*, the Rapanui used tools

made of ____.

8. Julia Bluhm thinks that retouched magazine photos contribute to teen girls' low self-____.
11. the city in South Carolina where the Civil War started
12. Baby names become unpopular if they are associated with a ____.

DOWN

1. Robert Smalls was born into slavery, and knew that the only way to be ____ was to escape.
2. Smalls ____ himself to look like Captain Relyea.
3. The paralysis in Gabby Taylor's right arm is the result of severe ____ damage.

4. Aylmer could not fully love his wife because she wasn't ____.

7. Gabby's weak ____ system makes her very susceptible to germs.

9. Gabby is a spokesperson for ____ (abbreviation)

10. One major theory about what happened to the Rapanui involves ____.