

Assure, Ensure, and Insure

The words **assure**, **ensure**, and **insure** are often confused and misused. Here's what you need to know:

To **assure** means to try to eliminate someone's doubts about something.

Examples:

*I **assured** Mom that I would finish my homework.*

*Kathy **assures** us that there will be space in the car.*

To **ensure** means to make sure, guarantee, or confirm that something will or won't occur.

Examples:

*All this snow practically **ensures** we won't have school tomorrow.*

*Arriving at the theater early will **ensure** that we get a good seat.*

To **insure** means to get insurance: compensation in case of damage, loss, or injury to one's property or oneself.

Examples:

*The Joneses **insured** the house against flood and fire damage.*

*Can I **insure** my video games?*

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

1. Beyoncé **assured/ensured/insured** her fans that she would not be lip-syncing at the Super Bowl halftime show.
2. International tourists should consider **assuring/ensuring/insuring** their trips in case they have some sort of emergency while traveling.
3. Gabriel **assures/ensures/insures** me that I will like the eggplant dish, though I'm not so sure by the looks of it.
4. "Getting the flu shot does not completely **assure/ensure/insure** that you won't get sick this winter," Dr. Jackson explained.
5. Cold, wet, gloomy weather **assures/ensures/insures** that I will have trouble getting out of bed.
6. When we complained about the delay, the waitress **assured/ensured/insured** us that our appetizers would be out soon.
7. Susan was shocked when she learned how expensive it would be to **assure/ensure/insure** her new convertible.
8. Billy claims that wearing his lucky socks will **assure/ensure/insure** that he gets an A on the final exam.

Directions: Write the correct form of **assure**, **ensure**, or **insure** in the blank in each sentence below.

9. Stephanie _____ us she did not eat the last slice of birthday cake.
10. "I suppose I can't _____ that we'll win the game tomorrow," Coach Larry says, "but I think there's a pretty good chance."
11. Felix hoped to _____ his comic book collection in case it ever got lost or damaged.

NONFICTION: "The Race Against Death" • SKILL: Research, page 1 of 2

Information Quest

Would a dogsled team be necessary to respond to an outbreak of an illness in Nome today? This activity will guide you to use websites that will help you compare life during the time of "The Race Against Death" with life today. **Directions:** Click the links to visit each website and find the answers to the questions.

Nome, Alaska, Chamber of Commerce:

<http://www.visitnomealaska.com>

1. What is the population of Nome, Alaska, today? _____

2. Who were the original inhabitants of the region? How does their culture contribute to life in Nome today?

3. How many flights from Anchorage to Nome are there each day?

4. In what other ways could you get to Nome?

"Iditarod: Race Across Alaska" on Scholastic.com:

<http://teacher.scholastic.com/activities/iditarod/index.htm>

5. What is the main purpose of mushing in Alaska today? _____

6. What are the most popular means of transportation in Alaska?

The Mayo Clinic, entry for diphtheria:
www.mayoclinic.com/health/diphtheria/DS00495

7. What are typical symptoms of diphtheria?

3. Why is diphtheria extremely rare in the United States today?

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.

Video Discussion Questions

"Scope Time Machine: The 1920s"

1. The video describes the 1920s as a time of *optimism* and *innovation*. What do these two words mean?

optimism:

innovation:

2. Why were the 1920s a time of optimism compared with the years before them? What dark events happened just prior to the 1920s?

3. What were some of the innovations that affected people's lives during the 1920s?

4. What kinds of entertainment were popular during the 1920s?

5. What was life like for African-Americans during the 1920s?

FICTION: *The Call of the Wild* excerpt • SKILL: Paraphrasing • page 1 of 2

Paraphrase a Complex Text:

The Call of the Wild

Directions: Write unfamiliar words in the column on the left and their definitions in the column on the right. Use the back of this page if you need more room.

Word	Definition

Directions: To **paraphrase** is to put something into your own words. Below, paraphrase each paragraph of the excerpt from *The Call of the Wild*.

PARAGRAPH 1: _____

PARAGRAPH 3: _____

PARAGRAPH 2: _____

PARAGRAPH 4: _____

Paraphrase a Complex Text: *The Call of the Wild*

Teacher Guide

First . . .

Set a purpose for reading. Let students know that they will be paraphrasing, or putting into their own words, the excerpt from *The Call of the Wild*. Then read the excerpt aloud as students follow along. Distribute the skills sheet “Paraphrase a Complex Text.”

Paragraph 1: Whole-Class Activity

- 1 Direct students to reread the first paragraph of the excerpt, circling unfamiliar words.
- 2 Ask students to share the words they circled; write those words on the board. Choose students to look up and read aloud the definition of each word. For words with multiple definitions, discuss which definition applies to the word as it is used in the excerpt. Write the definitions on the board.
- 3 Have students read the first paragraph again, thinking about how they would explain what it’s about to someone else.
- 4 Tell students to close their magazines. Discuss what the first paragraph is about.
- 5 Call on several volunteers to paraphrase the first sentence of the excerpt. Encourage students to give one another feedback. Repeat for the second sentence of the excerpt.
- 6 Have students complete the first section of page 2 of their skills sheet by paraphrasing the first paragraph of the excerpt.

Paragraphs 2 & 3: Small-Group Activity

Have students work in small groups to paraphrase the next two paragraphs of the excerpt. Students should circle tricky words and then divide up the task of defining the words, using the graphic organizer on the first page of their skills sheet to record the definitions. After each student shares the meanings of the words he or she looked up, all group members should reread the paragraphs they are paraphrasing, querying one another if they need a reminder of what a word means. Students should then discuss what each paragraph means before working together to paraphrase it. They should record their paraphrases on page 2 of the skills sheet.

Paragraph 4: Individual Activity

Have students paraphrase the final paragraph of the excerpt on their own, following the same process they followed for the first three paragraphs.

NONFICTION: "The Race Against Death" • SKILL: Reading Comprehension

"The Race Against Death" Quiz

Directions: Read "The Race Against Death." Then answer the multiple-choice questions below.

1. Which sentence BEST summarizes the article?

- (A) In 1925, Leonhard Seppala helped save a town in Alaska from a diphtheria epidemic.
- (B) In 1925, the mayor of Nome, Alaska, came up with a daring plan to save lives.
- (C) In 1925, relays of sled dog teams delivered life-saving medicine to a remote town in Alaska.
- (D) In 1925, diphtheria was extremely deadly.

2. Why was transporting the diphtheria medicine by dogsled a risky plan?

- (A) The vials could break or get lost in the snow.
- (B) Some mushers weren't familiar with the trails.
- (C) The sled dogs could get frostbite.
- (D) The sea was already partially frozen.

3. Consider this sentence from the article:

"Today, most American children are vaccinated against diphtheria."

Why does the author include this information?

- (A) to broaden the reader's understanding of the time period in which this story takes place
- (B) to argue that vaccines are effective
- (C) to suggest that children in other parts of the world are not vaccinated today
- (D) to show that diphtheria harms millions of children today

4. What is a central theme of the article?

- (A) Modern medicine saves millions of lives.
- (B) Much can be accomplished through teamwork.
- (C) Living in Alaska can be grueling and isolating.
- (D) Doctors are dedicated to helping their patients.

5. Complete the following analogy:

vaccine : diphtheria ::

- (A) tissue : sneeze
- (B) bandage : cut
- (C) sunscreen : sunburn
- (D) shin guards : soccer

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

- (A) Many citizens of Nome would have died if the medicine had not arrived.
- (B) In 1925, there was no railroad to Nome.
- (C) Some Nome officials thought the medicine could be brought in by boat.
- (D) People all over the country were concerned about the medicine getting safely to Nome.

7. Which sentence from the article contains personification?

- (A) "In a matter of hours, the coating could block Billy's windpipe and kill him."
- (B) "With little warning, the ice might break up and carry them out to the Bering Sea."
- (C) "For the next 20 miles, the wind beat mercilessly at Kaasen and his dogs."
- (D) "He staggered off the sled, stumbled up to Balto, and collapsed, muttering, 'Fine dog.'"

8. Based on what you know from the article, the author would most likely agree that

- (A) the medicine could have been delivered to Nome faster if more mushers were involved.
- (B) the blizzard was not that bad.
- (C) Kaasen was not a crucial part of the relay.
- (D) the mushers and their dogs risked their lives.

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

9. What characteristics do Balto and the other sled dogs have in common with Buck from the excerpt of *The Call of the Wild*? Use textual evidence to support your ideas.

10. Find three examples of sensory language in the story. How do these phrases or passages contribute to the overall tone of the article?

NONFICTION: "The Race Against Death" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "The Race Against Death." 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 page 4. Write it here: _____

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

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

4. Look at the photos on pages 7 and 8. What do they show? What story do the two photographs tell together?

During Reading: Text Structure

5. Answer the following questions after you read the section "A Deadly Outbreak."

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

6. Write a three- to four-sentence **objective summary** of "The Race Against Death." Think about what you would say to a friend who asks, "What is this article about?"

7. Below are two pieces of **supporting evidence** for a **central idea** of "The Race Against Death." In the space provided, write a central idea that this evidence supports. Then find a third piece of supporting evidence.

Central idea: _____

Evidence #1: "One musher would pick up the medicine at the railroad station in Nenana. Twelve others would wait with their dog teams in villages along the trail." (p. 6)

Evidence #2: "When [Shannon] arrived in Tolovana, his face was black with frostbite. Men rushed out from the roadhouse. They loaded the medicine onto another sled and helped Shannon into the warmth." (p. 7)

Evidence #3: _____

8. Below is another **central idea** of "The Race Against Death." Find three pieces of evidence that support this idea. Include the page numbers they come from.

Central idea: Sled dogs have heightened senses and physical attributes that make them particularly good at their jobs.

Evidence #1: _____

Evidence #2: _____

Evidence #3: _____

9. Sequencing: Number the following from 1 to 6, in chronological order.

Diphtheria medicine is located in Anchorage.	Balto finds his way back to the trail.	A Native Alaskan family arrives in Nome with a sick child.	Seppala sets out with his dogs on his journey to Nulato.	Nome's mayor alerts leaders in Washington, D.C., that the situation is dire.	The last ship of the fall season leaves Nome.
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10. Look at the map on page 6. Then read the claims below. For each, write whether the claim is true or false. Then explain your answer by identifying the **supporting evidence** that proves the claim is true or false.

Claim 1: The distance from Nome to Nenana is approximately 1,000 miles.

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

Supporting piece(s) of evidence: _____

Claim 2: Seppala's route took him across frozen water.

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

Supporting piece(s) of evidence: _____

11. Consider how the mushers might have felt, knowing that if the medicine didn't get to Nome, hundreds of people would likely die. What experience have you had in which someone depended on you? How did that feeling compare with how you think the mushers felt? Explain. Use text details in your answer.

12. What else have you read in which a character had to solve a major problem like Dr. Welch and the leaders of Nome did? What was the problem, and how was it similar to the one in the article? Use text details in your answer.

NONFICTION: "The Race Against Death" • SKILL: Vocabulary Acquisition, page 1 of 2

Vocabulary:

"The Race Against Death"

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

1. **antitoxin (an-tahy-TOK-sin)** *noun*; a substance that stops or reduces the effect of a poison
example: After a rattlesnake bit him, Clarence was rushed to the hospital and given an antitoxin.
2. **epidemic (ep-ih-DEM-ik)** 1. *noun*; a widespread occurrence of a negative event, especially an infectious disease; 2. *adjective*; affecting a large number of people; widespread
example 1: The flu epidemic has now hit all 50 states.
example 2: By 1985, the number of AIDS cases in America had risen to epidemic proportions.
3. **frostbite (FRAWST-bahyt)** *noun*; the freezing of the skin or deeper layers of tissue in some part of the body; an injury caused by severe cold, often to the nose, cheeks, chin, fingers, toes, or ears
example: Frostbite is a serious condition, so be sure to wear warm clothes when you go outside.
4. **neutralize (N00-truh-lahyz)** *verb*; to make something ineffective or harmless
example: Placing a box of baking soda in the refrigerator will neutralize bad smells.
5. **outpost (OWT-pohst)** *noun*; 1. a military camp apart from the main group of soldiers, which guards against a surprise attack; 2. a settlement or station on a frontier or in a faraway place
example 1: The army prepared for battle after the outpost sent word of an approaching enemy.
example 2: The people at the outpost were shocked to see us approaching. Largely cut off from the rest of the world, they didn't get many visitors.
6. **serum (SEER-uhm)** *noun*; 1. the clear, thin, liquid part of the blood; it separates from blood when blood clots; 2. a liquid used to prevent or cure a disease; it is usually taken from the blood of an animal that has had the disease and is immune to it (also called *antiserum*)
example 1: The doctor took a blood-serum sample to check Elliott's dad's cholesterol level.
example 2: Jasper was saved by the serum he received at the hospital.
7. **windchill (WIND-chil)** *noun*; a measurement given in degrees that reports the combined effect of low temperature and the wind speed on exposed skin
example: It was 40 degrees outside, but the windchill made it feel much colder.
8. **windpipe (WIND-pahyp)** *noun*; the tube that links the lungs and the throat and that carries air for breathing; the trachea
example: Janet started coughing after a bit of food went down her windpipe.

9. _____ (_____) _____ ; _____

example: _____

NONFICTION: "The Race Against Death" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"The Race Against Death"

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

WORD BANK			
antitoxin	frostbite	outpost	windpipe
epidemic	neutralize	windchill	

1. According to the weather report, the _____ makes it feel like 26 degrees outside.
2. The general explained the plan to _____ the enemy troops.
3. Swelling of the _____ makes it difficult to breathe.
4. During the mid-14th century, a/an _____ called the Black Death killed millions of people across Europe.
5. Dave worried that he would get _____ while waiting in the cold for the bus.
6. Scientists from the university built a research _____ deep in the jungle.
7. "Watch out for spiders," warned our tour guide, "because obtaining a/an _____ is difficult in these parts."

Directions: Choose two of the vocabulary words listed on the first two pages of this activity. Write a single sentence that includes both words.

8. _____

Critical-Thinking Questions

"The Race Against Death"

1. What combination of problems did the town of Nome face in 1925? Why is it unlikely that Nome would face these problems today?
2. Who was responsible for overcoming Nome's diphtheria outbreak? What role did each play?
3. The medicine arrived in Nome in even less time than officials had hoped. What does this tell you about the mushers and the sled dogs?
4. Which details show the challenging natural conditions the dogs and mushers had to overcome?
5. What does the excerpt on page 9 tell you about a sled dog's senses?

Sled Dog Contest

Consider the following quotation by Helen Keller: “Alone we can do so little; together we can do so much.” What does this quote mean? How does it relate to the central idea of “The Race Against Death”? Answer both questions in two to three well-organized paragraphs. Be sure to use text evidence. Five winners will each receive a copy of *Wilderness* by Roddy Doyle.

My response:

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:
SLED DOG CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **APRIL 15, 2013!**

Words Related to (yawn) Sleep

Featured Vocabulary

sleep deprived [sleep dih-PRAHYVD]

Definition of *deprive*: (*verb*) to take something away from or to stop from having something

Forms of *deprive*:

deprived: (*adjective*) lacking, in need of

deprivation: (*noun*) the state of being deprived, or the act of depriving

So someone who is sleep deprived is . . . lacking sleep.

Example sentence for *sleep deprived*:

sleep deficit [sleep DEF-uh-sit]

Definition of *deficit*: (*noun*) a lack or shortage

So a sleep deficit is . . . a shortage of sleep.

Example sentence for *sleep deficit*:

Use **deprived**, **deprivation**, and **deficit** to fill in the blanks below.

Sleep _____ leads to a sleep _____. Someone
suffering from a sleep deficit is sleep _____.

More About . . .

circadian rhythms

[sur-KAY-dee-uhn RITH-umz]

Circadian rhythms are physical, mental, and behavioral patterns that repeat once approximately every 24 hours. Circadian rhythms are controlled by natural forces inside the body, but they are also affected by the environment—mainly by light. Circadian rhythms play a major role in determining sleep-wake patterns. A group of nerve cells in the brain known as the SCN (short for suprachiasmatic nucleus) controls circadian rhythms.

hormones

[HOR-mohnz]

Hormones are chemicals produced by your body that act like messengers. After being made in one part of the body, they travel through the bloodstream to other parts of the body, where they help control how cells and organs do their work.

melatonin

[mel-uh-TOH-nin]

Melatonin is a hormone produced and released into the blood by the pineal gland, a tiny pinecone-shaped organ in the brain that is controlled by the SCN. Melatonin makes you feel less alert, making it easier to fall asleep. The pineal gland produces melatonin only when it is dark. During the day, your melatonin levels fall so low that they can barely be detected.

Briefly explain the relationship between **circadian rhythms,
hormones, and **melatonin**.**

Write a Sleep Story



Themed Vocabulary: Words Related to Sleep



The article “Hey You! Wake Up!” will get your students thinking about sleep. This lesson will get them to consider the words and phrases we use to write (or talk) about sleep. After exploring vocabulary from the article—including some challenging science terms—students will write their own sleep stories. Dreamy!

MAIN OBJECTIVES

- to build vocabulary
- to understand the difference between related words
- to work in small groups and with partners
- to participate in class discussion

MATERIALS

Click the links below.

- March 11, 2013, issue of *Scope*
- article **“Hey You! Wake Up!”** to project
- **student pages 1-4:** interactive PDFs to project

DIRECTIONS

Note: Instead of projecting the student pages, as directed below, you may wish to have students view them on tablets or other computers.

1 BRAINSTORM

Project student page 1. Have students brainstorm words or phrases associated with sleep and write them in the space provided on the PDF. Encourage students to think of synonyms for sleep (e.g., *shut-eye*, *snooze*), words that describe the feeling of needing sleep (*tired*, *sleepy*), objects associated with sleep (*pillow*, *bed*) as well as words that mean the opposite of sleep or sleepy (*awake*, *well-rested*). **Tip: Students can write their words by typing them into the text box or using the whiteboard pen.**



2 IDENTIFY SLEEP WORDS IN THE ARTICLE

Project “Hey You! Wake Up!” Have students read the article and infographic. Then ask volunteers to circle words and phrases in the article associated with sleep—those that appear on the list they brainstormed, as well as those that don’t. (Note: Only some of these words appear in boldface

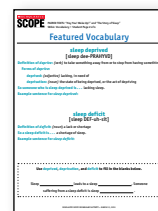


type.) Go back to the class word list and add any circled words from the article that aren’t already on it. **Tip: Students can use the whiteboard pen to circle words on the projected PDF, or they can circle words in their magazines.**

4 EXPLORE THE FEATURED VOCABULARY

Project student page 2. Then:

- (1) Tell students to locate the phrase *sleep deprived* in the article (page 11). Ask a student to read aloud the sentence in which it appears.
- (2) As a class, discuss what students think *deprive* means, based on context clues or prior knowledge.
- (3) Click on the projected PDF to reveal the definition of *deprive*.
- (4) Ask students what they think the other forms of *deprive* mean, as well as what part of speech they are. Then click the PDF to reveal the definitions.
- (5) Ask students to complete the sentence “So someone who is sleep deprived is . . .” Click the PDF to reveal the answer.
- (6) Have students work with a partner to write an example sentence for *sleep deprived*.
- (7) Ask several pairs to share their sentences, and write one of them on the PDF.



Repeat the preceding steps for *sleep deficit*.

Now have students work as a class to complete the sentences at the bottom of the page. (The completed sentences should read: Sleep *deprivation* leads to a sleep *deficit*. Someone suffering from a sleep deficit is sleep *deprived*.)

Project student page 3, which provides a more in-depth explanation of three science terms that appear in the article. Read aloud the information provided for each term. Then have students turn to a partner and discuss the answer to the question at the bottom of the page. Call on several pairs to share their ideas. On the PDF, write or type an answer based on students' responses. (Answers should be similar to: *Melatonin is a hormone. It plays a role in the circadian rhythm that controls the sleep-wake cycle. When it is dark, the SCN—the part of the brain that controls circadian rhythms—tells the pineal gland to produce melatonin, which makes a person sleepy.*)



5 APPLY KNOWLEDGE

Project student page 4.

Divide students into small groups. Instruct each group to choose one of the two images on the PDF and write a short story (one to three paragraphs) about it, using as many of the sleep-related words or phrases as possible from the list they made on student page 1. Tell students they must use *at least* three of the words or phrases. Invite all groups to share their stories with the class.



PAIRED TEXTS: "Is Sleep Deprivation Ruining Your Life?" • SKILL: Cause and Effect, page 1 of 2

Do You Sleep Well?

Directions: Read "Is Sleep Deprivation Ruining Your Life?" and "The Story of Sleep." Then use this activity to help you identify the causes and effects of sleep deprivation and consider how they apply to your own life.

In the column on the left, list five possible **effects** of sleep deprivation. Next to each one, in the column on the right, explain whether YOU have experienced that effect of sleep deprivation, and how it has or has not affected your life. We've filled in one effect for you.

	Effects of sleep deprivation	How it applies to you
1	Feeling groggy, forgetful, and clumsy	
2		
3		
4		
5		

Based on what you wrote in the chart above, are you sleep deprived? Yes ☐ No ☐

Explain your answer: _____

Now, in column on the left, list five possible **causes** of sleep deprivation. Next to each one, state whether you think it is affecting YOUR sleep, and explain why or why not. We've filled in one cause for you.

	Causes of sleep deprivation	Does it apply to you? Explain.
1	anxiety about daily things like schoolwork and friendships	
2		
3		
4		
5		

Based on what you wrote in the chart above, list three ways you can either maintain your good sleep habits or improve your sleep habits:

-
-
-

Use this list, as well as what you wrote in both charts, to respond to the writing prompt on page 13.

PAIRED TEXTS: "Hey You! Wake Up!" and "The Story of Sleep" • SKILL: Reading Comprehension

A Sleep Quiz

Directions: Read "Hey You! Wake Up!" and "The Story of Sleep." Then answer the questions below.

1. The purpose of "Hey You! Wake Up!" is to

- (A) convince teenagers not to watch TV at night.
- (B) explain how to get a better night's sleep.
- (C) closely analyze the many accidents that have occurred because of lack of sleep.
- (D) inform readers about sleep deprivation and the ways in which it is harmful.

2. According to the article, what is a major reason that teenagers need plenty of sleep?

- (A) More than half of all teens use their cell phones at night, making it harder for them to fall asleep.
- (B) Many teens don't have regular sleep schedules.
- (C) During adolescence, lack of sleep can cause permanent damage to the brain.
- (D) Drowsy driving causes more than 100,000 car accidents every year.

3. "You're better off picturing a tranquil scene, like a quiet beach." In this caption on page 11, context clues reveal that *tranquil* means

- (A) sunny. (C) peaceful.
- (B) sleepy. (D) empty.

4. Both the article and the infographic claim that

- (A) you shouldn't do homework in bed.
- (B) napping for brief periods of time is a good thing.
- (C) using technology before going to bed makes it harder to fall asleep.
- (D) anxiety keeps your brain awake and can prevent you from sleeping.

5. Which would make the best alternate headline for the article "Hey You! Wake Up!"?

- (A) "Flies and Rats Can Die From Lack of Sleep"
- (B) "Is Sleep Deprivation Ruining Your Life?"
- (C) "Hey You, Stop Texting Me at Night!"
- (D) "The Dangers of Dreaming"

6. Which sentence best explains how Thomas Edison changed society's sleeping habits?

- (A) Light bulbs made rooms too bright for people to sleep at night.
- (B) Many people bought his affordable light bulbs.
- (C) Light bulbs allowed factories and other businesses to hire workers for night shifts.
- (D) Artificial light allowed people to stay up later, causing them to sleep less at night.

7. Which quote BEST conveys the author's belief that lack of sleep is a serious problem?

- (A) "He became moody, forgetful, paranoid."
- (B) "In adults, it affects concentration, health, job performance, and mood."
- (C) "During puberty, that clock shifts."
- (D) "Sleep is regulated by two systems."

8. Information about how a messy bedroom can keep you awake would best fit in which section?

- (A) "Permanent Damage"
- (B) "A Wonky Clock"
- (C) the introduction
- (D) the infographic "The Story of Sleep"

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

9. What factors affect sleep in teens? Why does Mary Carskadon call these factors a "perfect storm" for a sleep deficit? Use details in the article and the infographic in your answer.

10. Should school start later in the day? Explain your opinion, and use text evidence to support it.

Sleepy Contest

Read "Hey You! Wake Up!" in your issue of *Scope*. In three to five paragraphs, explain whether you are sleep-deprived and describe three ways to either maintain your good sleep habits or improve your sleep habits. Five winners will each receive a copy of *The Mysterious Benedict Society* by Trenton Lee Stewart.

My response:

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:
SLEEPY CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **APRIL 15, 2013!**

DEBATE: "Should Women Be Allowed to Fight in Wars?"

SKILL: Evaluating Arguments and Identifying Persuasive Strategies, page 1 of 5

Building an Argument

A strong argument, and the claims within it, should be based on solid reasoning and backed up by supporting evidence. As a reader, your job is to trace a writer's arguments and decide whether the claims he or she makes are well-supported. **Directions:** Read "Should Women Be Allowed to Fight in Wars?" on page 19. Then complete the graphic organizer below. If you identify a claim that is not supported by evidence, write "no evidence."

"YES" by Catherine Ross

Argument: Women should be allowed in combat.

Claim 1: *Women have already been serving in combat.*

Supporting Evidence:

- *The writer served in a Civil Affairs detachment in Iraq where she "went everywhere the infantry soldiers did, lived as they did, and faced the same dangers they did."*

Add
at least one
more piece of
supporting
evidence.

How well does the writer support claim 1? Explain.

"YES" by Catherine Ross (continued)

Argument: Women should be allowed in combat.

Claim 2:

Write
another
claim.

Supporting Evidence:

How well does the writer support claim 2? Explain.

"NO" by Elaine Donnelly

Argument:

Write
Donnelly's
argument.

Claim 1: *Women are not physically suited for combat.*

Supporting Evidence:

- *Equipment can weigh up to 100 pounds, but women on average have "45 to 50 percent less upper-body strength [than men]."*

Add
at least one
more piece of
supporting
evidence.

How well does the writer support claim 1? Explain.

"NO" by Elaine Donnelly (continued)

Argument:

Claim 2:

Write
another
claim.

Supporting Evidence:

How well does the writer support claim 2? Explain.

Directions: Now that you've analyzed how each writer supports her argument, think about the strategies that each writer uses to convince you, the reader, that she is right. Fill in the chart below.

PERSUASIVE STRATEGY	CATHERINE ROSS Argument: Women should be allowed to serve in combat.	ELAINE DONNELLY Argument: Women should not be allowed to serve in combat.
LOGOS logic, numbers, facts, and data	LOGIC: Women have already been serving in combat "out of necessity," so it's been proved they can do it. FACT: Women in Canada and Israel serve in combat roles.	
PATHOS appeals to the reader's emotions		
ETHOS authors' efforts to make themselves seem credible		

Think about Deborah Sampson from *The Secret Soldier*. Circle at least two strategies above that you think Deborah could use to argue that women should be allowed in combat. (Keep in mind that she lived in the 18th century.)
Now answer the writing prompt on page 18. Be sure to use the strategies you circled above.

PLAY: *The Secret Soldier* • SKILL: Literary Elements and Devices, page 1 of 4

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 Secret Soldier*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Deborah Sampson, General Patterson, and one character of your choice: (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. **DEBORAH SAMPSON** is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. Give two examples of indirect characterization of Deborah Sampson/Robert Shurtliff. Does Deborah demonstrate the same traits when she is acting as herself as she does when she is disguised as Robert?

3. Identify two moments in *The Secret Soldier* where Deborah is speaking to herself. What does the audience learn from these asides?

4. What purpose does Deacon Thomas serve in the play?

Section 2: Setting

5. During what time period does the play take place? _____

6. What was happening in America at that time?

7. How is the **setting** a factor in the play? Consider how the setting affects Deborah and how it helps and/or interferes with Deborah's goals.

Section 3: Imagery

8. Give one example of **imagery** in the play. State which sense it appeals to and what you think the author was trying to communicate or accomplish through it.

Section 4: Tone and Mood

9. 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?

10. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain how the author establishes the **mood**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did?

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Section 5: Plot

11. During which scene does the reader discover that Robert Shurtliff and Deborah Sampson are the same person? Why might the author have chosen not to reveal this information at the very beginning of the play?

12. Some of the play takes place in a **flashback**. At which point in the play does this flashback begin? At which point does it end? List the clues that indicate the beginning and the end of the flashback.

13. What is the main **conflict** in the play? How does the **protagonist** overcome this struggle?

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

15. What is the **resolution** of the play?

PLAY: *The Secret Soldier* • SKILL: Reading Comprehension

The Secret Soldier Quiz

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

1. The description of the battle in Scene 1 serves to illustrate

- (A) how dangerous and deadly the Revolutionary War was.
- (B) how courageously Robert Shurtliff fought.
- (C) how well-respected Robert was among his fellow soldiers.
- (D) all of the above

2. How did hearing the Declaration of Independence affect Deborah Sampson?

- (A) It made her eager to join the army.
- (B) It reminded her that a woman's place is at home.
- (C) It made her frustrated because she knew she could never fight.
- (D) It frightened her.

3. Deborah could BEST be described as

- (A) brave and deceitful.
- (B) humble and selfless.
- (C) daring and determined.
- (D) adventurous and reckless.

4. Which line from the play best supports your answer to number 3?

- (A) "No, leave me and save yourselves."
- (B) "I wish I could fight and serve our new nation."
- (C) "My real name is Deborah Sampson."
- (D) "Now that you know my secret, perhaps it's time I ended this charade."

5. "It's not like you to give up, Bobby." This statement by Daniel in Scene 1 indicates that

- (A) Daniel knows the truth about Robert.
- (B) Daniel is disappointed in Robert for giving up.
- (C) Robert is too weak to keep fighting.
- (D) Robert is known for being persistent.

6. Muskets are mentioned in Scenes 1 and 4. Context clues reveal that a *musket* is

- (A) a type of gun.
- (B) a small bomb.
- (C) a type of cannon.
- (D) an insect.

7. At the end of Scene 6, Dr. Binney says, "Nurse, take this soldier to my home. We'll care for him there." From this line you can infer that

- (A) Deborah whispered a lie so that Dr. Binney would not discover she is a woman.
- (B) Dr. Binney is respecting Deborah's secret by choosing to care for her privately.
- (C) Dr. Binney is shocked by Deborah's confession and doesn't want her in the hospital.
- (D) Dr. Binney thinks Deborah is about to die.

8. Which detail would be LEAST important to include in a summary of this play?

- (A) Deborah worked as an unpaid servant.
- (B) Deborah cut off her hair and wore a man's uniform.
- (C) Deborah was seriously wounded in battle.
- (D) Deborah kept her secret for almost a year.

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

9. Consider the debate on page 19. With which side would the author of this play most likely agree? Use details from the play in your answer.

10. Why are some lines spoken by "Robert" and some by "Deborah," when they are the same person? Explain the author's method of changing back and forth between these two names. Use text evidence in your response.

Critical-Thinking Questions

The Secret Soldier

1. How does Deborah show bravery on and off the battlefield? How else do you know she is a good soldier?
2. What motivates Deborah to want to fight in the Revolutionary War?
3. What does Deborah's removal of the musket ball from her leg reveal about her?
4. How does General Patterson react to the news that Deborah is a woman? Why does he respond that way?
5. What can you infer from the debate about ways military rules and combat are different today than they were in the 1780s? How might these differences affect women's roles?

Vocabulary:

The Secret Soldier

Directions: Read the following definitions and example sentences. Then add one more word of your own.

- 1. charade (shuh-REYD)** *noun*; 1. an act or event that is obviously false, though represented as true;
2. (charades) a game in which players guess a word from silent, acted-out clues
example 1: Ed's claiming that Justin Bieber is his cousin is obviously a charade.
example 2: Playing charades after Sunday dinner is one of my family's traditions.
- 2. don (don)** *verb*; to put on (an item of clothing)
example: For his school's spirit day, Will painted his face and donned a basketball jersey.
- 3. exemplary (eg-ZEM-pluh-ree)** *adjective*; very good and worthy of imitation
example: Gina's peers admired her for her exemplary commitment to community service.
- 4. fell (fehl)** *verb*; to cut something down or to make something fall
example: Dad had no choice but to fell our apple tree after it became infested with termites.
- 5. hence (henss)** *adverb*; 1. therefore; 2. from this time or place
example 1: The electricity just went out; hence, we'll need to light candles.
example 2: The expedition leaders decided to depart from the campsite three weeks hence.
- 6. fray (frey)** 1. *noun*; a situation of intense activity, such as a fight or high-energy activity; 2. *verb*; (of fabric or material) to become unraveled or worn at the edges
example 1: After a quick water break, Samir jumped right back into the fray on the dance floor.
example 2: "Don't put your new sweater in the dryer," Mom warned. "That will surely cause it to fray."
- 7. scrutinize (SKROOT-in-ahyz)** *verb*; to examine or study something very closely
example: I scrutinized Mikhail's face to determine whether he was telling the truth.
- 8. shrouded (SHROWD-id)** *adjective*; concealed or hidden from view
example: The nearby mountains were shrouded in thick fog.

9. _____ (_____) _____ ; _____

example: _____

Vocabulary Practice:

The Secret Soldier

Directions: In each row, put an **X** over the word that does not belong.

1.	mediocre	exemplary	admirable	commendable
2.	scrutinize	analyze	overlook	investigate
3.	forgery	deception	charade	original
4.	hidden	exposed	concealed	shrouded
5.	fell	construct	dismantle	flatten

Directions: Underline the boldface word that correctly completes each sentence below.

- The knight drew his sword and entered the **charade/fray**.
- My sister hates spiders; **hence/fell**, she wasn't pleased when I brought home a tarantula.
- Frequent use had caused the old rope to **fray/don**.
- Ross **scrutinized/felled** his exam paper to ensure that he had answered every question.
- Many of Abraham Lincoln's efforts as President were **shrouded/exemplary**.

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

- On Halloween, Sandra **donned** _____

- More than three feet of snow fell last night; **hence** _____

- Tanya considered Molly an **exemplary** best friend because _____

"Should Women Be Allowed to Fight in Wars?"

Military Terms Glossary

Army Reserve *noun*; a U.S. military organization composed of citizens who combine military participation with a civilian (nonmilitary) career. Though they lead largely civilian lives, Army Reserve soldiers are expected to be available to fight when the country goes to war or takes action against an invasion.

battalion (buh-TAL-yuhn) *noun*; a military unit consisting of approximately 300–1,200 soldiers

battlefield *noun*; the field or ground on which a battle is fought

Center for Military Readiness *noun*; a nonprofit educational organization that specializes in research on personnel (people who are employed) policies in the military. The organization is known for being outspoken against women assuming combat positions.

Civil Affairs *noun*; In the U.S. military, Civil Affairs units work with civilians who live in war zones. Their goal is to minimize the negative impact of a military presence on local communities and economies.

combat-arms role *noun*; A combat-arms role means a military position that involves direct participation in land combat, or fighting.

company *noun*; a military unit consisting of approximately 80–250 soldiers

detachment (dih-TACH-muhnt) *noun*; a unit of troops, aircraft, or ships sent on a specific mission. "Detachment" is often used to refer to a military unit that has been assigned to a base separate from the group to which it belongs. A unit that is "detached" is sent to perform a particular duty somewhere else.

duty time *noun*; the amount of time that an individual is required to serve in the military

enlisted (en-LIS-tid) *adjective*; enrolled, typically voluntarily, for military service

field artillery (ahr-TIL-uh-ree) soldiers *noun*; large weapons such as cannons and rockets used to support the army in the battlefield, or soldiers whose jobs involve the use of such weapons

ground combat *noun*; military engagement that takes place mostly on land

infantry (IN-fuhn-tree) *noun*; soldiers trained to fight on foot, generally using rifles, machine guns, grenades, and other such weapons

involuntary combat assignment *noun*; a military role or position that one does not choose, but which one is expected to fulfill

Marines (muh-REENS) *noun*; a branch of the United States Armed Forces that specializes in land and sea combat

roadside bomb *noun*; a homemade explosive device placed at the side of a road that explodes when a target passes. Roadside bombs are frequently associated with terrorism. They are also known as improvised explosive devices (IEDs).

sergeant (SAHR-juhnt) *noun*; a military rank above corporal and below staff sergeant

small arms *noun*; a term describing weapons that an individual can physically carry, such as handguns, submachine guns, assault rifles, sniper rifles, or light machine guns. Small arms are smaller than artillery weapons.

Special Operations Forces *noun*; military units trained and equipped to handle specialized, high-risk missions that require unconventional (not ordinary) military operations. Special Operation Forces are often employed in reconnaissance missions (missions to obtain information, especially about an enemy), counterterrorism efforts, and hostage situations.

unit cohesion (YOO-nit coh-HEE-zhuhn) *noun*; the ability of a military unit to work together effectively

Write an Argument Essay

Directions: Read "Is It OK for Beyoncé to Sell Soda?" on pages 20-21 of the March 11, 2013, issue of *Scope*. Fill in the chart on page 21. Then follow the steps below to write an argument essay.

STEP 1: DECIDE WHAT YOU THINK

Is it OK for Beyoncé to endorse soda? Consider what you read in the article, then take a position. **Check the box next to the point of view you will support in your essay, or write your own opinion in the space provided.**

☐

Yes! What's the big deal?

☐

No! She should know better.

☐

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the columns on page 21 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 think it's fine for Beyoncé to sell soda, summarize the reasons some people might disagree with you. On the other hand, if you think it's downright inappropriate for the pop star to promote Pepsi, explain why some people might support Beyoncé's right to endorse whatever she wants.

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 a time when you bought a product because one of your favorite celebrities endorsed it.
- 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 to consider how much influence idols like Beyoncé have over their millions of adoring fans.

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, explain that Beyoncé has come under criticism for signing an endorsement deal with Pepsi.

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 whether it's OK for Beyoncé to sell soda. (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:

"Is It OK for Beyoncé to Sell Soda?"

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

1. **endorsement (en-DOHRS-mehnt)** *noun*; 1. approval or support; 2. an act of giving one's public approval or support to someone or something
example 1: The proposal to install a new bike rack near the school's main entrance won the principal's endorsement.
example 2: The New York Times will announce its endorsement of a mayoral candidate next week.
2. **ethical (ETH-ih-kuhl)** *adjective*; in agreement with standards of behavior that are considered morally good or correct
example: Simon was tempted to keep the \$20 bill he found, but he knew that turning it in was the ethical thing to do.
3. **iconic (ahy-KON-ik)** *adjective*; representative of a particular thing, person, or idea
example: Bell-bottom jeans and platform shoes are iconic fashions of the 1970s.
4. **spokesperson (SPOHKS-pur-suhn)** *noun*; a person who speaks officially or publicly for another person, a group, or an organization
example: "Work together in small groups," the teacher instructed. "When you've finished, choose a spokesperson to share your group's conclusions with the class."

5. _____ (_____) _____ ; _____

example: _____

6. _____ (_____) _____ ; _____

example: _____

DEBATE: "Is It OK for Beyoncé to Sell Soda?" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Is It OK for Beyoncé to Sell Soda?"

Directions: Complete each sentence using the words listed in the Word Bank.

Word Bank			
endorsement	ethical	iconic	spokesperson

- Rachel became the _____ for a statewide campaign to reduce litter on the beaches.
- The senator's popularity dramatically increased thanks to the _____ of a popular celebrity.
- The iPhone is probably the most well-known and _____ of the smartphones available today.
- Jacques argued in his essay that eating meat is perfectly _____.

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

5.	rival	spokesperson	representative	supporter
6.	characteristic	symbolic	iconic	insignificant
7.	agreement	criticism	endorsement	acceptance
8.	ethical	honorable	wicked	virtuous

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

- _____

- _____

SKILL: Essay Writing

Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

If you are showing that one idea is different from another:

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

If you are showing that something is an example of what you just stated:

- for example
- to illustrate
- this can be seen
- for instance
- namely
- specifically

If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

THE LAZY EDITOR: "What Would St. Patrick Say About This?" • SKILL: Capitalization

Correct Capitalization

Capital letters are used to mark the beginnings of sentences, to distinguish proper nouns from common nouns, and to indicate other words that deserve special attention. Here are some rules to help you use capitals correctly:

1. Capitalize the first word in every sentence.

Example: Last weekend, we went to see an exhibit about frogs. Did you know that one tiny poison dart frog can contain enough poison to kill 10 adults?

2. Capitalize the first word of a direct quotation.

Example 1: Stacy asked, "When are we leaving for vacation?"

Example 2: "You know I don't like mushrooms," said Ethan.

3. Capitalize proper nouns. A proper noun names a *specific* person, place, thing, or idea.

Example 1: I would love to travel to New Zealand, Hawaii, and Australia.

Example 2: Anne Frunk is someone you will read about when you study World War II.

Example 3: Jason went to the shoe store at the mall to buy Nike shoes.

4. Capitalize words that show family relationships IF you are using them as proper nouns—that is, as names.

Example 1: I sent a birthday card to Aunt Kathy. She is my favorite aunt.

Example 2: "Please ask Dad to call me after he drops you off," said my mom.

Example 3: My grandmother just celebrated her 90th birthday. Go, Grandma!

Directions: Correct the capitalization in the sentences below. Draw three lines under any letters that should be capitalized, and draw a slash through any letters that should be lowercase. We did the first one for you.

1. my friend gary is an outstanding ~~/~~athlete who plays for the Indianapolis colts.
2. watching the rose parade on TV is a new year's day tradition in the Rossum family.
3. "i already have plans for new year's eve," said sam.
4. "Grandma and grandpa are coming over for dinner tonight," said dad.
5. sophie would love to explore every Mountain Range.
6. There are two special events I love to watch: the world series and the olympics.
7. Kennie o'Hara was not thrilled to be attending his new School in chester, Pennsylvania.
8. Selena's Mom is a doctor. she works at the big Hospital downtown.
9. several of my friends bought new adidas shoes at the Sporting Goods Store in the Mall.
10. I live on elm street with my family and my dog, ranger.
11. parades require many hours of preparation.
12. Gabe is looking forward to his Ski trip to park City, utah.

Run-ons and Ramblers

A **run-on sentence** combines two or more independent clauses incorrectly. (An independent clause is a group of words that contains a subject and a verb and expresses a complete thought—in other words, a sentence.) Consider the following run-on sentence:

The new Iron Man movie comes out later this year, I plan on seeing it.

"The new Iron Man movie comes out later this year" and "I plan on seeing it" are both independent clauses—each could stand on its own as a sentence. A comma is not enough to join two independent clauses together. Here are three ways to correct a run-on sentence:

1. Divide it into separate sentences.

Example: The new Iron Man movie comes out later this year. I plan on seeing it.

2. Use a comma and a conjunction such as **for, and, nor, but, or, yet,** or **so**.

Example: The new Iron Man movie comes out later this year, and I plan on seeing it.

3. Use a semicolon and a transitional word or phrase such as **however, moreover, therefore, furthermore, as a result, consequently, meanwhile, first, next, finally,** or **in addition**.

Example: The new Iron Man movie comes out later this year; consequently, I plan on seeing it.

Directions: Rewrite the following run-on sentences, using one of the solutions above.

1. Nicole was cast in the school musical, she is playing a singing tree.

Correct: _____

2. Raul meant to stay awake until the end of the movie, he fell asleep during the first scene.

Correct: _____

3. All three of us love the snow, now we have three snowmen in the yard.

Correct: _____

4. Ellie really enjoys chemistry, she gets good scores on all her quizzes.

Correct: _____

5. Four species of monkeys are native to Costa Rica, we saw two on our trip there.

Correct: _____

6. Anu wanted to paint polka dots on her bedroom walls, her parents said no.

Correct: _____

7. Karla's birthday is next week, we are planning to throw her a surprise party.

Correct: _____

8. My favorite book is *The Hunger Games*, I have read *Jane Eyre* more times.

Correct: _____

Related to run-on sentences are **rambling sentences**. Rambling sentences may technically follow the rules of grammar, but they are still a problem because they ramble—that is, they go on and on in an aimless way. Rambling sentences contain TOO MANY independent clauses joined by conjunctions such as **for, and, nor, but, or, yet,** or **so**. For example:

On Thursday, my sister and I woke up early to go sailing, but when we woke up, it was pouring rain, so we thought we'd have to cancel our plans, but by the time we arrived at the dock, things were looking up, and the sun had emerged from the clouds, and the rain had stopped, so before we knew it, we were heading out to sea!

Oof! That's an awful lot to pack into one sentence! It would be much easier to read if you turned it into a few shorter sentences. Here's one way to do it:

On Thursday, my sister and I woke up early to go sailing. When we woke up, though, it was pouring rain. We thought we'd have to cancel our plans. By the time we arrived at the dock, however, things were looking up; the sun had emerged from the clouds, and the rain had stopped. Before we knew it, we were heading out to sea!

Directions: Rewrite the rambler below. Break it into several shorter sentences.

My family takes our Irish heritage very seriously, so last year my father decided that we would host a St. Patrick's Day party, but my younger sister, Vanessa, forgot to mail the invitations, and nobody had the slightest idea that we were throwing a party, and so on St. Patrick's Day, Mom, Dad, Vanessa, and I prepared the house and cooked tons of food, but five minutes before the guests were supposed to arrive, Vanessa's face went white with fear, and she explained that the invitations were still in her backpack, but Mom and Dad laughed and assured her it was OK, and we sat down to have a party of four.

Nonrestrictive or Restrictive?

Consider these two sentences:

- A. Karl's friend, Brian, is coming over. B. Karl's friend Brian is coming over.

Sentence A means that Karl has just one friend, whose name is Brian, and that Brian is coming over. Sentence B means that one of Karl's friends—Brian—is coming over. Why? Because in sentence A, "Brian" is a nonrestrictive element, while in sentence B, it's a restrictive element. Read on . . .

Nonrestrictive Elements

A nonrestrictive element (also known as a nonessential element) is a word, phrase, or clause that IS NOT essential to the meaning of the sentence. It modifies, or describes, a word whose meaning would be clear without it.

Restrictive Elements

A restrictive element (also known as an essential element) is a word, phrase, or clause that IS essential to the meaning of the sentence. It *restricts* the sentence to a particular meaning. In other words, it tells the reader who or what you are talking about.

As a reader, there are a few ways you can tell whether an element is nonrestrictive or restrictive:

A nonrestrictive element IS set off by commas.

A restrictive element IS NOT set off by commas.

Which is used with nonrestrictive elements.

That is used with restrictive elements.

Who is used with both nonrestrictive AND restrictive elements. So if a clause begins with *who*, look to see if there is comma before it to know whether it's nonrestrictive or restrictive.

Here are some examples:

The nonrestrictive elements are underlined:

The restrictive elements are underlined:

⇒ Patsy's, which is where we are going, opens at six.

⇒ The restaurant that we are going to opens at six.

⇒ Laura, who has red hair, is pretty.

⇒ The girl with the red hair is pretty.

⇒ The principal, Mr. Anders, called my parents.

⇒ The man who called yesterday was Mr. Anders.

As a writer, whether you use a restrictive or nonrestrictive element depends on what you want to say. Consider the following:

⇒ Dan's sister, who lives in Connecticut, is two years younger than him.

⇒ Dan's sister who lives in Connecticut is two years younger than him.

Here, the commas tell the reader that Dan has one sister, and she is two years younger than him. The clause "who lives in Connecticut" adds more information about the sister but does not identify her.

Here, the absence of commas signals that Dan has more than one sister. The clause "who lives in Connecticut" lets the reader know which of Dan's sisters this sentence is about.

⇒ The cupcakes, which had green sprinkles, were cute.

⇒ The cupcakes with the green sprinkles were cute.

Here, the writer assumes the reader knows which cupcakes she is talking about when she says "the cupcakes." "Which had green sprinkles" gives the reader additional—but not essential—information.

Here, the writer is using "with the green sprinkles" to identify the cupcakes she is talking about. (Maybe there were also cupcakes with yellow frosting—but they weren't as cute as the ones with the green sprinkles.)

Directions: For each sentence below, check one of the boxes to indicate whether the underlined element is nonrestrictive or restrictive. Then explain how you know.

1. The gymnastics meet is on Thursday, which is also my birthday.

☐ nonrestrictive ☐ restrictive How I know: _____

2. This book is about a woman who escaped from slavery.

☐ nonrestrictive ☐ restrictive How I know: _____

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

3. **Emily has one cat. Which of the following sentences is correct?**

- Ⓐ Emily's cat, Mr. Carson, is fascinated by the television.
Ⓑ Emily's cat Mr. Carson is fascinated by the television.

6. **Laura invited a total of nine girls to her party. Which of the following sentences is correct?**

- Ⓐ Laura invited three girls, who are in her ballet class, to her party.
Ⓑ Laura invited three girls who are in her ballet class to her party.

4. **Zoe has only one friend named Tatiana. Which of the following sentences is correct?**

- Ⓐ Zoe's friend Tatiana, who grew up in Costa Rica, hates the cold weather.
Ⓑ Zoe's friend Tatiana who grew up in Costa Rica hates the cold weather.

7. **Sean has two brothers. Which of the following sentences is correct?**

- Ⓐ Sean's brother, Carlos, works at the coffee shop on Smith Street.
Ⓑ Sean's brother Carlos works at the coffee shop on Smith Street.

5. **"Bryan's uncle Joe is a dentist." From that sentence, you can tell that**

- Ⓐ Bryan has only one uncle.
Ⓑ Bryan has more than one uncle.

8. **"Bill's cousin Mia, who lives in Maine, is getting married." What is the restrictive clause in that sentence?**

- Ⓐ Mia
Ⓑ who lives in Maine

Directions: Rewrite each sentence below, correcting the error or errors.

9. First we went to the bagel shop, then we went to the shop, that Trevor's parents own.

10. Erin has two friends, who are vegetarians, and one friend, who is a vegan.

11. The chairs, in the waiting room, are not very comfortable.

Terrific Transitions

Transitions are the glue that holds your writing together. They build bridges from one idea to the next, one sentence to the next, or one paragraph to the next. Transitions can be words, phrases, or entire sentences. Check out these examples:

Example 1: William was an hour late for the party. He couldn't find his left shoe.

Without a transition, it's not clear what these two things have to do with each other.

Possible revision 1: William was an hour late for the party **because** he couldn't find his left shoe.

Possible revision 2: William couldn't find his left shoe. **Consequently**, he was an hour late for the party.

A transition helps the reader understand the relationship between William's inability to find his shoe and the fact that he was late.

.....

Example 2: Liz devotes an incredible amount of time to swimming. Every morning, she gets up early to swim before school. Often, she also practices after school. On weekends, she goes to meets. She gets great grades.

Without a transition, the last sentence feels tacked on. There's a big jump from the information about Liz's swimming schedule to the information about Liz's grades.

Possible revision: Liz devotes an incredible amount of time to swimming. Every morning, she gets up early to swim before school. Often, she also practices after school. On weekends, she goes to meets. **Still, she somehow finds time to study.** She gets great grades.

The transition sentence connects the last sentence to the rest of the paragraph.

.....

You don't have to use a transition between every idea or sentence (sometimes the relationship is obvious), but in general, you should use transitions between paragraphs. There are many, many transitional words and phrases. See *Scope's* handout "Great Transitions" for a list of some of them.

Directions: Read the paragraph below, then answer the questions that follow.

(1) Elyssa had never had very much school spirit. (2) Her friends were surprised when she decided to try out for the cheerleading squad. (3) Even though Elyssa had never cheered before, she made it onto the squad. (4) The team captains said she was the most impressive out of all the girls who tried out.

1. Which word or phrase could be added to the beginning of sentence 2 to make the relationship between sentence 1 and sentence 2 clearer?

- Ⓐ On the other hand,
- Ⓑ Therefore,
- Ⓒ Even though,
- Ⓓ Furthermore,

2. Which word or phrase could be added to the beginning of sentence 4 to make the relationship between sentence 3 and sentence 4 clearer?

- Ⓐ Regardless,
- Ⓑ Finally,
- Ⓒ Still,
- Ⓓ In fact,

Directions: Add a transition to each set of sentences. You can use transitions listed on our “Great Transitions” handout or any other transition words that you know.

3. Sylvia worked really hard on her English paper. She didn’t come to the movies with us on Friday.

Revision: _____

4. There are many fun things to do in Chicago. There are lots of great restaurants there.

Revision: _____

5. Anthony reads a lot of books. He has never read *To Kill a Mockingbird*.

Revision: _____

6. Nikolai wanted to go home. We hadn’t sung “Happy Birthday” or had cake yet.

Revision: _____

7. I arrived 30 minutes late to history. Mrs. Harshorn gave me detention.

Revision: _____

Directions: Rewrite the paragraph below, adding transition words, phrases, or sentences where you think they would improve the flow of the writing. You can also edit, combine, or rearrange the sentences.

Why is it that so many people have pet dogs but not pet snakes? For thousands of years, people have feared snakes. Some people hate them. I don’t think snakes deserve such a bad reputation. I own one. There are many dangerous snakes in the world. There is the highly venomous king cobra and the crocodile-eating green anaconda. Many species of snakes make excellent pets, such as the king snake and the corn snake. These varieties rarely bite. They can be quite calm. King snakes and corn snakes are easy to care for. They don’t require constant attention and need to be fed only once a week. Don’t expect to play fetch with one.

Prevail With Pronouns!

A *pronoun* is a word that replaces a noun or noun phrase. By using pronouns, the writer or speaker doesn't have to repeat the same nouns over and over. Look at these examples:

Without pronouns: Fiona became enraged at Fiona's sister Allegra when Fiona found out that Allegra had gone to the movies with Fiona's boyfriend. Fiona was also mad at Fiona's boyfriend. Fiona called Fiona's boyfriend and broke up with Fiona's boyfriend!

With pronouns: Fiona became enraged at her sister Allegra when she found out that Allegra had gone to the movies with Fiona's boyfriend. Fiona was also mad at her boyfriend. She called him and broke up with him.

Notice that each pronoun refers back to a specific word. In "Fiona became enraged at her sister . . .," the pronoun *her* refers to Fiona. The word or phrase that the pronoun refers to is called the *antecedent*.

The pronoun has to agree with, or match, the antecedent. You couldn't say, "Fiona became enraged at *his* sister" or "Fiona became enraged at *their* sister." That wouldn't make sense!

Directions: In each sentence below, fill in the blank with the missing pronoun and circle its antecedent. We've done the first one for you.

1. (Lewis) accidentally left his iPod on the bus.
2. At an early age, Vanessa made a plan for the future. _____ aimed to become a civil engineer.
3. Alex lent Tom his ice skates on the condition that Tom return _____ in perfect condition.
4. Tara got rave reviews for _____ portrayal of Scout in our school's production of *To Kill a Mockingbird*.
5. My parents want to take us on a trip to Alabama to show us the church where _____ got married.
6. Grandma picked a bunch of parsley from the garden and threw _____ into the soup she was making.
7. "Too many kids expect _____ parents to do everything for _____!" shouted the angry mom.
8. Allie and Dave waited in front of the school for _____ parents to arrive.
9. I hope to see an "A" when Mr. Chu returns my history paper to _____.
(Hint: The antecedent in this sentence is a pronoun.)
10. We all jumped to _____ feet when Mrs. Pembroke clapped her hands.
11. Each girl should bring _____ own makeup to the party; sharing can be unhygienic.
(Hint: When you use "each," the pronoun refers to just one person or thing, not a group of people or things.)
12. Every dog needs to have _____ rabies vaccination to make sure it stays healthy.

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with McKenna Pope into an article.

- 1** The headline "Changing the World, One Toy at a Time" 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 McKenna says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

Paragraph 1: Thirteen-year-old McKenna Pope from Garfield, New Jersey, stood up for her beliefs, and it paid off. With a successful online petition, she persuaded Hasbro, a major toy company, to change how it sells one of its classic toys, the Easy-Bake Oven.

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

3

Choose two sentences from what McKenna 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. "My petition got more than 45,000 signatures!" exclaims McKenna.
2. "If I think something is unjust," McKenna explains, "it'll annoy me until I do something about it."
3. McKenna reflects, "I felt like I had made a difference."

4 Pick out the information that you find most interesting in the interview. You might choose, for example, that Hasbro invited McKenna and her family to its headquarters to see a prototype of the gender-neutral Easy-Bake Oven that the company is currently developing.

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.

You Write It Contest: March 11, 2013

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

My article:

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: _____

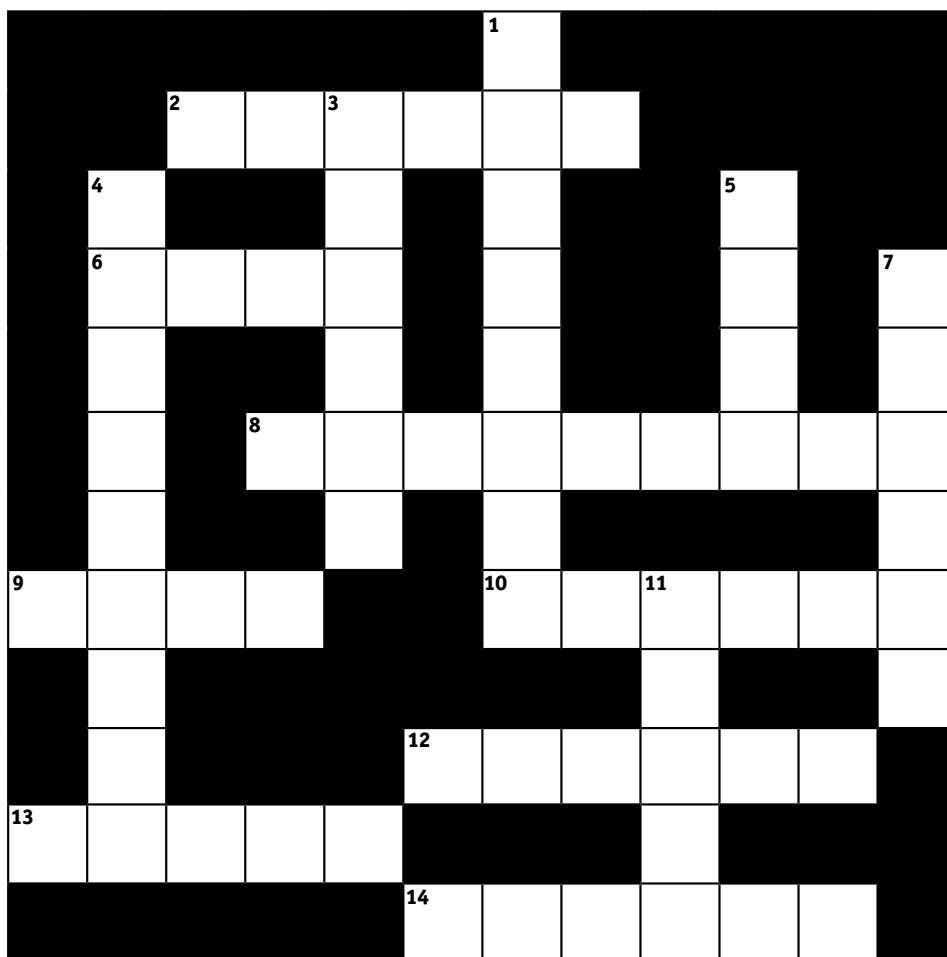
My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
YOU WRITE IT CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **APRIL 15, 2013!**

Scope Crossword Puzzle

Directions: Use the March 11, 2013, issue of *Scope* to help you complete the crossword.



ACROSS

2. The Great Potato ____ drove many Irish people to America in the 1850s.

6. Taking daytime ____ can improve your memory.

8. a hormone that makes you feel tired

9. Deborah Sampson used her brother's ____.

10. to guarantee (Hint: see p. 3)

12. Diphtheria can be transmitted through a single touch or a ____.

13. what the mushers delivered to Nome in 1925

14. Some say it's wrong for Beyoncé to promote a product that's bad for people's ____.

DOWN

1. Studies show that celebrity endorsements ____ product sales.

3. a long gun used in the Revolutionary War

4. the ability to do something difficult for a long time (Hint: what opponents of women in combat might say female soldiers lack)

5. Hasbro makes the Easy-Bake ____, a classic toy.

7. Both *The Secret Soldier* and the "You Write It" interview with McKenna Pope focus on stereotyping people based on their ____.

11. Sled dogs have a particularly keen sense of ____.