

ACTIVITY: "Grammar: Before They Were Famous" • SKILL: Commonly Confused Words

Who's vs. Whose

The words **who's** and **whose** are often confused and misused. Here's what you need to know:

Who's is a contraction of *who is* or *who has*. Despite the apostrophe, **who's** does NOT show ownership.

Examples:

- "Who's the winner of the race?" asked Ned.
(Meaning: **Who is** the winner)
- Lisa, **who's** friends with Ed, just arrived.
(Meaning: Lisa, **who is** friends)
- **Who's** heard Taylor Swift's new song?
(Meaning: **who has** already heard)

Whose is the possessive form of *who*. It shows ownership.

Examples:

- "Whose iPhone is that on the table?" asked Ana.
(indicates that the iPhone belongs to someone)
- Grandpa, **whose** advice I often seek, is very wise.
(indicates that the advice belongs to Grandpa)
- **Whose** idea was it to take the bus?
(indicates that the idea belongs to someone)

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

1. Jennifer Lawrence, **who's/whose** starred in several films recently, is one of Stevie's favorite actresses.
2. Arianna is the girl I was telling you about—the one **who's/whose** lived in Hawaii for several years.
3. Antonio does not know **who's/whose** number that is.
4. My cousin Samir, **who's/whose** one of the smartest people I know, is coming to visit next week.
5. I don't know **who's/whose** lasagna recipe this is, but it sure is delicious!
6. Mom asked, "Who's/Whose dirty shoes are on the kitchen floor?"
7. Regina, **who's/whose** finally recovered from her cold, invited Amy to sleep over on Friday.

Directions: For each sentence below, fill in the blank with either **who's** or **whose**.

8. Ryan, _____ plan was to go swimming, groaned when it began to rain.
9. _____ eaten the last slice of pizza? I was saving that!
10. Do you know _____ planning to ask Rebecca Turner to the school dance? You'll never believe it!
11. The postal carrier, _____ name is Jared, always has a smile on his face.
12. Fred, _____ sick with the flu, has stayed home from school three days in a row.

Close Reading: Teacher Instructions

1. Have students read "The Burning Town" in small groups, pausing as they read to discuss anything they find to be of particular interest, or to help one another understand anything that is not clear. Alternatively, have students read the article as homework. Optionally, have students complete the activity sheet "Read, Think, Explain: Identifying Nonfiction Elements" as they read the article for the first time.
2. Project or distribute the questions on the following page. Have students discuss the questions as a class, rereading sections of the text as necessary to answer the questions.
3. After answering all the questions, assign the Cause-and-Effect Graphic Organizer for students to complete in small groups.
4. Conclude the lesson by having students respond to the writing prompt on page 8 of the magazine.

Close-Reading Questions

1. What are some sensory details the author includes in the introduction (the first section of the article)? How do these sensory details affect the mood of this section?
2. How does the information provided in the section "The Very Beginning" relate to Todd Domboski's accident?
3. On page 6, the author states that in America during the 19th century, "coal was king." What does he mean? How does the sentence "Coal's reign started to decline after World War II, as Americans began using more oil" (page 7) connect to the idea that coal was king?
4. In the section "A Heated Debate," to what does the author compare the fire? What do you think he was trying to say about the fire through this simile?
5. The introduction ends with Todd in a sinkhole, thinking he is going to die. At which point in the article does the author return to Todd's story? Why do you think the author breaks up the story of Todd's accident this way?
6. In the section "Awful Scary," what can you infer about the way the accident affected Todd from the detail about Todd's claustrophobia?
7. Describe the tone of the last section. What is the author's attitude toward Centralia? Which words, phrases, or details does he include to establish this tone?

A Chain of Events in Centralia

Directions: In this month's feature nonfiction article, "The Burning Town," you saw how a long series of events resulted in the demise of Centralia, Pennsylvania. Fill in each box in the chain below with a description of what happened next. We've filled in the first box for you.

Event 1

Sediment buried plants and animals in the earth 300 million years ago. Over millions of years, the plants and animals turned into a black rock called coal.



Event 2



Event 3



Event 4



Event 5



Event 6



Event 7

NONFICTION: "The Burning Town" • SKILL: Reading Comprehension

"The Burning Town" Quiz

Directions: Read "The Burning Town." Then answer the multiple-choice questions below.

1. What is the main idea of the section

"A Bustling Town"?

- (A) Coal mining is dangerous and deadly.
- (B) Nobody realized that the fire underneath Centralia was emitting poisonous gases.
- (C) Once Centralia's coal mines closed, residents had a hard time earning a living.
- (D) The coal mines brought people to Centralia and also created an environment for fire to thrive.

2. Which sentence best supports the author's statement that the fire spread "like a virus"?

- (A) Anthracite is a form of coal that burns quickly.
- (B) The fire was invisible above ground.
- (C) Toxic gas leaked through cracks in the ground.
- (D) The fire fed off air and coal in the tunnels.

3. Consider this sentence from the article:

"Ominous signs warn curious visitors about sinkholes and poison gases."

Context clues reveal that *ominous* means

- (A) dreary. (C) unfriendly.
- (B) shocking. (D) threatening.

4. Based on the article, what would most likely have happened if Todd had not fallen into the sinkhole in 1981?

- (A) No one would have known the fire was there.
- (B) The ground would have collapsed under someone else.
- (C) The governor would never have ordered a mandatory evacuation.
- (D) Centralia would be thriving today.

5. Which quote from the article best supports your answer to question 4?

- (A) "All that was left to do was get everyone out."
- (B) "Meanwhile, a vicious debate raged among residents and politicians."
- (C) "Today, Centralia is a ghost town."
- (D) "... perhaps it was only a matter of time before disaster struck."

6. "When Coal Was King" is an example of which literary device?

- (A) hyperbole
- (B) foreshadowing
- (C) metaphor
- (D) simile

7. Which sentence from the article is an opinion?

- (A) "Then the area that would become Centralia was wild and lush."
- (B) "But Earth's climate was changing."
- (C) "'It was awful scary,' Todd told reporters."
- (D) "Mining is brutal work."

8. Why does the author include information about the history of coal?

- (A) to describe how humans figured out they could use coal for energy
- (B) to persuade the reader that coal is necessary for survival
- (C) to provide context for the existence and importance of the coal mines in Centralia
- (D) to raise the question of whether the coal mines in Centralia were necessary

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

9. How did Todd's accident change the way the residents of Centralia reacted to the underground fire? Use text evidence in your answer.

10. How did events that occurred 300 million years ago contribute to Todd's accident? What does this suggest about the impact of events that occur today?

Critical-Thinking Questions

"The Burning Town"

1. Why do you think the author begins the article with the moment Todd falls into the sinkhole? What is the tone?
2. Describe how the article is organized in terms of time. Why might the author have covered such a wide span?
3. What problems did the fire cause before Centralia was evacuated? Why did officials finally decide to order an evacuation?
4. What literary device appears in the last sentence? What effect does it create?
5. Why is Todd's accident a turning point in the story of Centralia?

NONFICTION: "The Burning Town" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "The Burning Town." 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 image on pages 4-5. What does the design convey about the article?

3. Look at the "As You Read" box on page 5. What does it tell you to think about as you read?

4. Examine the photograph on page 6. What do the image and annotation tell you about coal mining?

5. Look at the photo on page 7. What new information is included in the **caption**?

6. Consider the graph on page 8. What do we use coal for today? What did people use it for in the 1800s?

During Reading: Text Structure

7. Answer the following questions after you read the section "Awful Scary."

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

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

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

Central idea: _____

Evidence #1: "Anthracite doesn't catch fire as easily as some other types of coal, but when it does, it burns for a long, long time." (p. 6)

Evidence #2: "State and federal governments had already spent more than \$3 million attempting to extinguish the blaze." (p. 7)

Evidence #3: _____

10. Below is another **central idea** of "The Burning Town." Find three pieces of evidence that support this idea. Include the page numbers they come from.

Central idea: Coal led to both Centralia's existence and its ruin.

Evidence #1: _____

Evidence #2: _____

Evidence #3: _____

11. Sequencing: In the space provided, number the events from 1 to 6, in chronological order.

The government spends \$42 to buy residents' homes.	Centralia's coal mines close.	The U.S. Postal Service revokes Centralia's ZIP code.	A fire starts in Centralia's landfill.	Todd Domboski falls into a sinkhole.	Pennsylvania's governor orders the evacuation of Centralia.
_____	_____	_____	_____	_____	_____

12. Look at the chart on page 8. Then read the claims below. For each, decide whether the claim is true or false. Then explain your answer by providing the **supporting evidence** that proves the claim true or false.

Claim 1: Most electricity generated in the United States comes from coal.

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

Supporting piece(s) of evidence: _____

Claim 2: In 2011, more of our electricity was generated from solar energy than from nuclear energy.

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

Supporting piece(s) of evidence: _____

13. What else have you read in which a community faced an extremely difficult problem? Explain, using text details.

Vocabulary:

"The Burning Town"

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

1. carbon monoxide (KAHR-buhn muh-NOK-sahyd) *noun*; an invisible, odorless, poisonous gas produced when fossil fuels, such as gasoline, coal, or wood, do not burn properly. If allowed to build up in enclosed spaces, carbon monoxide can be dangerous and even fatal to humans and animals.

example: As a safety precaution, Mom installed a carbon monoxide detector in the basement.

2. claustrophobia (klaw-struh-FOH-bee-uh) *noun*; the fear of being in small, enclosed places

example: Given Sheryl's severe claustrophobia, it's unlikely she'll want to explore the caves with us.

3. douse (dowss) *verb*; 1. to throw water or other liquid on; to drench; 2. to extinguish (a fire or light)

example 1: My little brother thought it would be funny to douse me—and my brand-new dress—with water from the hose.

example 2: Susan reminded her fellow hikers to douse the fire before leaving the campsite.

4. fateful (FEYT-fuhl) *adjective*; having a very important and often negative effect on the future

example: I'll never forget that fateful day when I got on the class bully's bad side.

5. mandatory (MAN-duh-tohr-ee) *adjective*; required by rules or law

example: Coach Jackson made it clear that wearing a helmet is mandatory during football practice.

6. permeate (PUR-mee-eyt) *verb*; to spread throughout or pass through something

example: The delicious smell of freshly baked cinnamon buns permeated the bakery.

7. submerge (suhb-MURJ) *verb*; to sink or plunge beneath the surface of water or another liquid

example: I scrambled to retrieve my dropped cell phone, but it was already submerged in the pool.

8. vapor (VEY-per) *noun*; a gas, mist, steam, or fog formed from something that is usually liquid or solid at room temperature

example: Clouds are made up of condensed water vapor.

9. _____ (_____) _____ ; _____

example: _____

NONFICTION: "The Burning Town" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"The Burning Town"

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

1. A synonym for **douse** is

- Ⓐ sink.
- Ⓑ silk.
- Ⓒ soak.
- Ⓓ sulk.

2. Given the definition of **mandatory**, you can guess that a **mandate** is

- Ⓐ a person who breaks the rules.
- Ⓑ an official order to do something.
- Ⓒ a desire for something that is hard to find.
- Ⓓ a polite request.

3. Which of the following is the most likely to be **submerged**?

- Ⓐ an airplane
- Ⓑ a ferris wheel
- Ⓒ a submarine
- Ⓓ a car

4. Someone who suffers from **claustrophobia** would likely be uncomfortable in which of the following situations?

- Ⓐ standing at the edge of a cliff
- Ⓑ being trapped in an elevator
- Ⓒ finding a spider in the closet
- Ⓓ riding a roller coaster

5. An antonym for **fateful** is

- Ⓐ pivotal
- Ⓑ insignificant
- Ⓒ momentous
- Ⓓ historic

6. Boiling water in a kettle causes _____ to form.

- Ⓐ carbon monoxide
- Ⓑ vapor
- Ⓒ claustrophobia
- Ⓓ permeate

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

7. Ed regretted his **fateful/mandatory** decision to skateboard without elbow pads.
8. Headaches, dizziness, and nausea are symptoms of **vapor/carbon monoxide** poisoning.
9. Firefighters **permeated/doused** the flames with buckets of water.
10. It's clear that Ellen is having a blast at band camp; a feeling of enthusiasm **permeates/submerges** all of the letters she writes to her family.
11. "Rick can **submerge/permeate** himself underwater for over three minutes!" Hillary declared.
12. Hours before the storm, the city government ordered a **mandatory/fateful** evacuation.

When we think of the word “cost,” we often think of money. Yet there are many types of costs beyond financial ones. What can you infer are the costs of the Centralia mine fire? Answer this question in two to three paragraphs. Use text evidence. Five winners will each receive *Kit’s Wilderness* by David Almond.

[illegible]

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

Parent's or legal guardian's signature: _____

TO ENTER THE CONTEST, MAIL THIS SHEET TO:
CENTRALIA CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **JUNE 6, 2013!**

Words of Adventure and Exploration

adventure

Definition: 1. (*noun*) an exciting or unusual experience, often involving unknown risks or dangers; 2. (*verb*) to participate in an exciting or a hazardous activity, as in "We spent three weeks adventuring through the Florida wilderness."

expedition

Definition: (*noun*) 1. a journey or trip made for some specific purpose, such as exploration, research, or war; 2. the group of people, ships, vehicles, etc. that go on such a journey

exploration

Definition: (*noun*) the act or instance of exploring; the act of looking into or studying something or some unknown place



explore: (*verb*) 1. to travel through an unfamiliar area for the sake of learning about it or for adventure; 2. to examine, think carefully about, or discuss an idea

explorer: (*noun*) a person or thing that explores

trek

Definition: 1. (*verb*) to travel slowly and with difficulty; 2. (*noun*) a slow or difficult journey

voyage

Definition: 1. (*noun*) a long journey to a distant place. (*Voyage* usually refers to a journey by water or through space, but it can also refer to a journey by land.); 2. (*verb*) to make a voyage; travel

Pre-Reading Discussion Questions

1. What is the difference between an **exploration** and an **expedition**? Can something be both an exploration and an expedition? Explain.
2. What is the difference between an **expedition** and a **voyage**?
3. Shannon has not read much poetry. She is interested in it, though, and she is planning to read a whole bunch of it this summer. She's hoping the librarian at her local library can recommend some poets to check out.

Would it be better to say that Shannon is embarking on an **exploration** of poetry or an **expedition** of poetry? Explain.

4. Cameron and his dad are planning a road trip across the United States this summer. Their plan is to start in Connecticut, where they live, and make their way to California. They plan to stay off the main highways so they can see as many small towns and local attractions as possible.

There are different words Cameron could use to describe his upcoming trip, all with slightly different meanings. Consider how Cameron's meaning would differ depending on which word he used:

What would it tell you if Cameron referred to his upcoming trip as . . .

an **exploration**?

an **expedition**?

an **adventure**?

a **trek**?

"Extreme Teens" Featured Vocabulary

circumnavigate [sur-kum-NAV-ih-gayt]

Definition: (*verb*) 1. to go completely around, especially by water; 2. to go around instead of through, as in "This is a slightly less direct route, but it allows us to circumnavigate the heavy traffic in town."

Circumnavigate is often used to mean "to go completely around the Earth."

exotic [ig-ZOT-ik]

Definition: (*adjective*) 1. from another country (For example, in the U.S., we refer to plants that are not native to this country as exotic plants.); 2. very different or unusual; strange

navigate [NAV-ih-gayt]

Definition: (*verb*) 1. to plan and direct the route of a ship, an aircraft, or another vehicle, especially using maps or instruments (such as a compass); 2. to walk or find one's way through or across something; 3. to sail on or across

feat [feet]

Definition: (*noun*) a noteworthy or extraordinary act or achievement, usually displaying skill, courage, cleverness, or strength

nautical [NAW-tih-kuhl]

Definition: (*adjective*) related to sailors, ships, or navigation

"Extreme Teens" Featured Vocabulary

chart

[chahrt]

Definition: (*noun*) 1. a map, especially one showing features important to sailors, such as the depth of the water, large rocks, or buoys; 2. a drawing that shows information in the form of a table, graph, or picture; (*verb*) 1. to make a map or chart of; 2. to plan (as in, "Dad charted our course of action: We would go to the pet store, then venture to the mall, then stop at Patsy's for lunch, then go to the grocery store.")

intrepid

[in-TREH-pihd]

Definition: (*adjective*) fearless, bold

endurance

[en-DUR-uhns]

Definition: (*noun*) 1. the quality of lasting for a long time or being permanent; 2. the ability or strength to continue despite fatigue, stress, or other hardship

frontier

[fruhn-TEER]

Definition: (*noun*) 1. the far edge of a country or other civilized territory, where few people live; 2. a border between two countries; 3. a subject or an area of study that is just beginning to be understood

"Marco Polo" Featured Vocabulary

GPS

Definition: (*noun*) GPS is an abbreviation for Global Positioning System, a navigation system of 24 satellites that provides precise location and time information anywhere on Earth. To navigate using GPS, you need a GPS receiver, which analyzes the signals it receives from the satellites to determine its own location. (People use "GPS" to refer to GPS receivers as well as to the system of satellites.) GPS is used in airplanes, boats, and cars, and for outdoor activities such as hiking and kayaking. It is also used by scientists for purposes including forecasting the weather, studying the climate, and analyzing earthquakes.

provisions [proh-VIZH-uhns]

Definition: (*noun*) a quantity of materials or supplies, especially a stock of food

marvel [MAHR-vuhl]

Definition: 1. (*noun*) something that causes wonder, admiration, or astonishment; something wonderful; 2. (*verb*) to be filled with wonder, admiration, or astonishment (For example: Seth stood with his mouth hanging open, marveling at his sister's new look. "Wow," he finally managed to say. "That's a pretty serious haircut.")

Post-Reading Discussion Question

Both Laura Dekker's circumnavigation and Marco Polo's 24-year journey through Asia could be described as explorations. Explain what makes each journey an exploration. Are the reasons the same or different? Use text evidence to support your answers.

Quick Quiz

1. Consider the words *navigation* and *circumnavigation*. Based on their meanings, you can infer that the prefix *circum-* means

- (A) to sail.
- (B) under.
- (C) Earth.
- (D) around.

2. "I'll drive, you _____," said Monica, handing Caroline the map. "I trust you to find the way home."

Which word best fits in the blank?

- (A) navigate
- (B) circumnavigate
- (C) marvel
- (D) voyage

3. Which of the following sentences from "Extreme Teens" best supports the statement that Laura Dekker is intrepid?

- (A) ". . . Laura devoted years to mastering the art of sailing, learning how to read nautical maps and chart the best routes."
- (B) "And while most people would panic, Laura was not even frightened."
- (C) "'Now I've started to like long passages more, because it gives you time to think.'"
- (D) "Hundreds of fans cheered as she pumped her fist in the air."

4. Which of the following describes provisions that Laura Dekker might have had on her boat?

- (A) canned vegetables and dried beans
- (B) long stretches of solitude
- (C) shark-infested waters
- (D) seagulls and flying fish

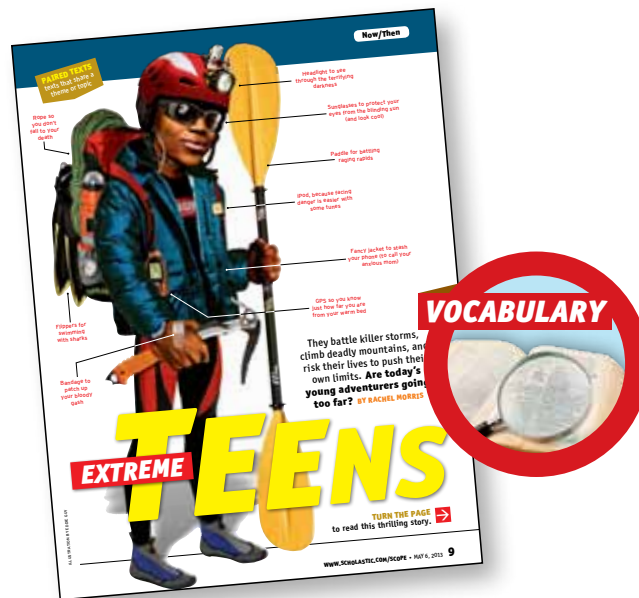
5. Which of the following could you do?

- (A) marvel at a feat
- (B) feat at a marvel
- (C) either A or B
- (D) none of the above

6. In which of the following situations would GPS be most helpful?

- (A) You get caught in a blizzard while climbing Mount Everest.
- (B) You are on your way to a restaurant where a reporter is waiting to interview you about your recent adventure. Suddenly, you realize you are completely lost.
- (C) You have run out of water and no matter what you do, your camel will not vomit.
- (D) You are served some exotic food. It looks delicious, but it proves to be extremely spicy. Your mouth feels like it's on fire.

Themed Vocabulary: Words of Adventure and Exploration



The paired texts “Extreme Teens” and “Marco Polo’s Great Adventure” are packed with words related to adventure and exploration. This activity provides a wonderful *exploration* of these words!

MAIN OBJECTIVES

- to build vocabulary
- to distinguish between similar words
- to comprehend connotative meanings
- to understand multiple meanings of words
- to work in small groups and with partners
- to participate in class discussion

MATERIALS

Click the links below.

➤ May 6, 2013, issue of *Scope*

➤ **student pages 1-7:** 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 DISCUSS WORDS THAT DESCRIBE A JOURNEY

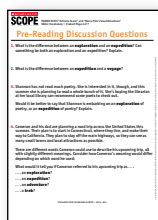
Project student page 1. For each of the five words listed, discuss, as a class, what it means. Then click the PDF to reveal our definition of the word. Ask a volunteer to read it aloud. After you have revealed the definitions of all five words, divide students into small groups. Give the groups about two minutes to compare and contrast the meanings of the five words.



2 EXPLORE MORE DEEPLY

Project student page 2, “Pre-Reading Discussion Questions.”

Reconvene as a class, and ask students to answer the four questions on the PDF. Encourage students to respond/add to their classmates’ responses so that answering the questions becomes a class discussion. Answers should be similar to the following:



1. An exploration can be a journey or a trip, but it doesn’t have to be. (For example, you could undertake an exploration of your feelings or of a concept.) An expedition, on the other hand, is always a physical journey or a trip,

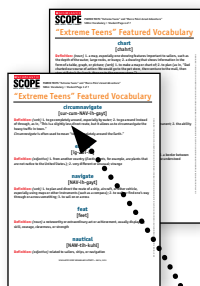
or a group of people who go on such a journey or trip. Also, an expedition has a specific purpose, while an exploration is more open—to explore is to look into, examine, or visit something to see what you discover.

2. An expedition is a trip taken for a specific purpose, while a voyage does not necessarily have a specific purpose. Also, expedition can refer to any type of travel—be it by land, water, or air—but voyage is usually used to describe a trip by water or in space. Another difference is that voyage can be used as both a noun and a verb, while expedition can be used only as a noun.
3. It would be better to say she is embarking on an exploration of poetry. An expedition is a trip or journey for some specific purpose; reading poetry is not a trip. Plus, it doesn’t seem that Shannon has a specific goal in mind; she just wants to read some poetry and experience whatever she experiences.
4. By referring to his trip as an exploration, Cameron would emphasize that he expects to discover and learn new things on his trip. By referring to his trip as an expedition, Cameron would emphasize his goal of reaching California; he would mean that he views the trip as a quest. By referring to his trip as an adventure, Cameron would tell you that he expects some exciting, unpredictable things to happen. By referring to the trip as a trek, Cameron would emphasize the length of the drive; he would suggest that he thinks the

trip will be challenging or even unpleasant in some way.

3 READ THE ARTICLES

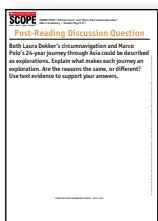
Project student pages 3 and 4, which define the boldface words in “Extreme Teens.” Direct students to open their magazines to page 9. Read the article aloud as students follow along. When you come to a boldface word, pause and ask students what they think the word means based on context clues or prior knowledge. Then click to reveal the definition on the PDF and have a student read it aloud. (You can skip the words covered in Step 1 of this activity.) When a word has multiple definitions, ask students to identify which of the definitions applies to the word as it is used in the article.



When you are finished with “Extreme Teens,” **project student page 5**, and repeat for “Marco Polo’s Great Adventure” the process you went through for “Extreme Teens.”

4 USE A VOCABULARY-DRIVEN QUESTION TO DISCUSS THE ARTICLES

Project student page 6. Put students back in their groups to discuss the question on the PDF. Then come back together as a class and invite students to share their ideas. Answers should be similar to the following:



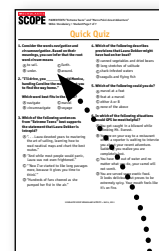
Laura’s circumnavigation was an exploration in the sense that she was traveling through parts of the world—both the oceans and the exotic locations where she stopped—that she had never seen before. She says on page 11

that she enjoyed “meeting other people and seeing new countries.” Laura’s trip was also a personal exploration: She says she liked long passages on the water because they gave her time to think, and that as a result of her trip, she feels more grown-up. It seems that during her trip, Laura explored her sense of self.

Like Laura Dekker, Marco Polo traveled through parts of the world that were unknown to him. Unlike Laura, though, Marco explored places that no one from his part of the world had ever seen. Marco lived in Italy, and according to the article, “At the time, Europeans knew very little about the East.” During his journey, Marco “encountered delicious new foods and amazing splendors.” (It is likely that Marco, too, discovered new things about himself during his journey, though the article does not address this.)

5 TEST UNDERSTANDING

Project student page 7. Have students work individually to answer the six quiz questions. Students should note their answers on their own sheets of paper. Then go over the correct answers as a class: For each question, survey students and click the most popular answer on the PDF. The PDF will indicate whether the answer is correct.



PAIRED TEXTS: "Extreme Teens" and "Marco Polo's Great Adventure" • SKILL: Compare and Contrast

Exploring Adventures

Directions: In this issue's paired texts, you read about the adventures of Laura Dekker and other teens, as well as the expedition of Marco Polo in the 13th century. Use this chart to make notes comparing the adventures of Laura and Marco, as well as one additional teen of your choice from the article "Extreme Teens."

	Laura Dekker	Marco Polo	Other Teen: _____
What adventure did this person have?			
What motivated him or her to go on this adventure?			
What challenges did he or she face along the way?			
What was gained—or lost—in this adventure?			

PAIRED TEXTS: "Extreme Teens" and "Marco Polo's Great Adventure" • SKILL: Reading Comprehension

"Extreme Teens" Quiz

Directions: Read "Extreme Teens" and "Marco Polo's Great Adventure." Then answer the questions below.

1. What is a central idea of "Extreme Teens"?

- (A) Kids should never attempt a dangerous feat.
- (B) Many teens are going on risky adventures, even though they don't have enough experience.
- (C) Some people think of teens who go on extreme quests as daring adventurers, while others see them as foolish attention-seekers.
- (D) Too many teenagers are getting injured attempting to sail around the world.

2. According to psychologist Jill Weber, teens can't handle pressure as well as adults because

- (A) they don't have as much experience.
- (B) they are motivated only by the need for glory.
- (C) their brains are not fully developed.
- (D) they don't believe anything bad could ever happen to them.

3. Which quote best supports your answer to question No. 2?

- (A) "It's no wonder that they want to be challenged too—to try something new and risky."
- (B) "... teenagers may have difficulty thinking through the consequences of their actions."
- (C) "Many of these kids walk away with lucrative book deals..."
- (D) "Two days and about \$300,000 in rescue costs later, Abby was pulled from her ruined boat..."

4. On page 12, the author refers to "journalists clamoring to interview" teen adventurers. Using context clues, you can tell that *clamoring* means

- (A) waiting patiently.
- (B) fighting violently.
- (C) making a commotion.
- (D) paying lots of money.

5. Which of the following best summarizes Marco Polo's impact on the world?

- (A) He discovered China.
- (B) He wrote a book about his adventures.
- (C) He inspired others to explore the world.
- (D) He was fascinated by all the new groups of people he met.

6. From "Marco Polo's Great Adventure," you can infer that in Polo's day, Europeans did NOT have

- (A) parrot feathers.
- (B) beautiful fabrics.
- (C) spices.
- (D) paper money.

7. What is the main purpose of the maps on pages 10 and 14?

- (A) to persuade readers that Laura's expedition was longer and more difficult than Marco Polo's
- (B) to encourage the reader to go on a long-distance adventure
- (C) to support the idea that most of the world has already been explored
- (D) to show readers the incredible distances that Laura Dekker and Marco Polo traveled

8. Which of the following best states a theme that appears in both articles?

- (A) Those who dare to go on dangerous adventures will always be criticized by the public.
- (B) There will always be people who are interested in pushing the limits of what is possible.
- (C) With enough dedication and practice, young people can achieve anything adults can.
- (D) People have a hard time believing what they have not seen with their own eyes.

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

9. Summarize the conflicting opinions about teens engaging in extreme adventures. Use examples from "Extreme Teens" in your answer.

10. How has going on an expedition changed from Marco Polo's time to today? Your answer should include details from both articles.

PLAY: *The Sword in the Stone* • SKILL: Analyzing a Legend, page 1 of 2

The Legendary King Arthur

The Sword in the Stone is one of many legends about King Arthur. A legend is a story passed down through time that has at least a bit of historical truth to it—that is, some of the characters really lived or some of the events really happened. Legends often reflect the values and beliefs of the culture from which they come. The legend of King Arthur comes from England, a country with a centuries-old monarchy (rule by a king or queen). In this activity, you'll examine what *The Sword in the Stone* says about the qualities of a good king.

To do this, you will need to analyze the character of Arthur. Why? He wouldn't be the *legendary* figure he is if he didn't embody the qualities of a great king. Need more proof? In the last line of the play, Narrator 3 says that Arthur "becomes the greatest king that Britain has ever known."

Directions: When completed, each box below should include a claim about one of Arthur's characteristics and text evidence that supports that claim. In each box, we have provided either the claim or the evidence; your job is to fill in what's missing. In the boxes where we've provided the claim, you must find *at least* one piece of evidence to support it.

Claim: Arthur is _____.

Evidence:

1. In Scene 5, Gwyn describes Arthur as having an honest face.
2. In Scene 6, Arthur swears that he was planning to return the sword to the churchyard.

Claim: Arthur is _____.

Evidence:

1. In Scene 3, when Kay teases him about having to shine Kay's armor and groom Kay's horse, Arthur says, "I am happy to help."
2. In Scene 5, when Kay realizes he has forgotten his sword, Arthur offers to rush off and get it for him.

Claim: Arthur is _____.

Evidence:

1. Before Arthur was crowned, knights and noblemen fought over who should be King. This fighting weakened Britain. It went on for 14 years, ending only when Arthur became King.
2. When Arthur becomes King, the people—including those who had been vying for the crown—bow down and accept Arthur as their King. The crowd shouts "Long live the King!"

Claim: Arthur cares deeply about his country and its people.

Evidence:

Claim: Arthur is the “rightful heir” to the throne.

Evidence:

PLAY: *The Sword in the Stone* • SKILL: Reading Comprehension

The Sword in the Stone Quiz

Directions: Read *The Sword in the Stone*. Then answer the multiple-choice questions below.

1. Consider the following line from Wallace:

“Soon every nobleman in the kingdom will be vying for the throne.”

Which of the following is a synonym of *vying*?

- (A) begging
- (B) competing
- (C) wishing
- (D) working

2. Which of the following lines best expresses a central idea of the play?

- (A) “Merlin, you are a burst of light in these dark times.” (Archbishop)
- (B) “I am not the one who pulled the sword from the stone. Arthur gave it to me.” (Sir Kay)
- (C) “I do not need to conjure a King; Fate has already chosen one.” (Merlin)
- (D) “I am sorry. The poison is too strong.” (Doctor)

3. Consider the following line from Merlin:

“I’m afraid even I cannot loosen the grip of Death’s spindly fingers, my lady.”

This line contains

- (A) alliteration.
- (B) metaphor.
- (C) hyperbole.
- (D) personification.

4. In Scene 7, Sir Kay is the first person to shout “Long live the King!” This is probably because

- (A) he is jealous that Arthur has been named King.
- (B) he wants to prevent an awkward silence.
- (C) he is proud of his brother.
- (D) he is hoping to impress the Archbishop.

5. Arthur can best be described as

- (A) kind and supportive.
- (B) selfish and aggressive.
- (C) lonely and depressed.
- (D) strong and arrogant.

6. Which of Arthur’s lines below demonstrates your answer to question 5?

- (A) “I . . . only meant to borrow it.” (p. 19)
- (B) “I don’t understand.” (p. 19)
- (C) “I am happy to help.” (p. 17)
- (D) “Curse the Saxons!” (p. 17)

7. What purpose do Lady Gwyn and Lady Saffir serve in developing the story?

- (A) They provide an additional perspective on Kay and Arthur.
- (B) They become love interests for Kay and Arthur.
- (C) They distract Kay from the tournament, so he is disqualified.
- (D) They give Arthur the courage to try to pull the sword from the anvil.

8. Which is the most likely reason the authors included the sidebar “Did King Arthur Really Exist?”

- (A) to persuade the reader that King Arthur definitely existed
- (B) to inform the reader that King Arthur killed a giant and found treasures
- (C) to provide historical context for the legend
- (D) to support the idea that Arthur was “the greatest King that Britain has ever known”

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

9. Why was it Arthur’s “destiny” to become King? What was Merlin’s role in ensuring that Arthur’s destiny came to pass? Use text evidence in your answer.

10. Why do you think the legend of King Arthur has endured for so many centuries? Consider how the story’s theme might affect people. Use details from the play and the sidebar in your response.

Critical-Thinking Questions

The Sword in the Stone

1. In Scene 1, Merlin says, “I will see that all happens as planned.” Why is this line an example of foreshadowing? To what plan is Merlin referring?
2. After Uther Pendragon dies, what problems arise in England?
3. Compare and contrast Arthur and Sir Kay in Scene 3. What does this scene reveal about Arthur and his ideas about leadership?
4. What is the purpose of the sword in the stone? Do you think Arthur would have become King if Merlin had not created the sword in the stone?
5. The last line states that Arthur becomes “the greatest King that Britain has ever known.” Which details in the text tell you what he does as King?

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

Section 1: Characters

1. For the characters of Arthur, Merlin, 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. ARTHUR is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. MERLIN 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 Arthur.

Section 2: Setting

3. Where and when does the play take place? _____

4. What kind of government exists in the play?

5. The gold circle at the bottom of page 17 tells you that jousting tournaments began in 11th-century France. Based on this information, is the tournament in *The Sword in the Stone* historically accurate? Explain.

Section 3: Genre

Below are some common characteristics of a legend. Not every legend will have all these characteristics, but a story must have at least a few of them to be considered a legend.

- * The story has been handed down for many years.
- * The story is fictional, but there is at least a bit of historical truth—that is, some of the characters really lived or some of the events really happened.
- * The story is about a historical hero (as opposed to a god or goddess, as in a myth, or an animal, as in a folktale).
- * The hero is kinder, stronger, smarter, or braver than the average person.
- * There are magical or supernatural elements.
- * It reflects the values or beliefs of the culture from which it comes.
- * It explains something in nature (such as why the sun rises in the morning).

6. Using the list on the previous page as a reference, explain why *The Sword in the Stone* is a legend. Refer to the sidebar “Did King Arthur Really Exist?” to help you.

Section 4: Figurative Language

7. In Scene 1, Merlin says, “I’m afraid even I cannot loosen the grip of Death’s spindly fingers, my lady.” Explain why this line is an example of **personification**.

8. In Scene 2, the Archbishop says, “Merlin, you are a burst of light in these dark times.” What **metaphors** does this line contain, and what do you think the author was trying to communicate through them?

9. In Scene 3, Merlin says, “I do not need to conjure a King; Fate has already chosen one.” What type of **figurative language** does this line contain, and what do you think the author was trying to communicate through it?

Section 5: Tone and Mood

10. 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?

11. 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?

Section 6: Plot

12. What questions does the first scene raise in readers' minds?

13. What is the main **conflict** in the story? In other words, what is the main problem that needs to be solved?

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

PLAY: *The Sword in the Stone* • SKILL: Vocabulary Acquisition, page 1 of 2

Vocabulary:

The Sword in the Stone

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

- 1. conjure (KON-jer)** *verb*; 1. to produce or bring forth, often by magic; 2. to bring to mind; recall

example 1: The magician seemed to conjure a white dove out of thin air.

example 2: Visiting Grandpa's cabin in the mountains conjures up memories of my childhood.

- 2. decimate (DES-uh-mayt)** *verb*; to kill, destroy, or remove a significant portion of

example: Disastrous wildfires swept through the forest, decimating trees, shrubs, and wildlife.

- 3. destiny (DES-tuh-nee)** *noun*; events that will happen to a particular person or thing in the future; fate

example: Convinced that his destiny is to play professionally, Tom practices baseball every day.

- 4. heir (ayr)** *noun*; a person who inherits or has a right to inherit another's money, property, or power

example: Rodrigo, the heir to his uncle's fortune, will be very wealthy one day.

- 5. lowly (LOH-lee)** *adjective*; low in position, condition, or rank

example: Frank began his career at the *Golden Gazette* as a lowly paperboy, and now he runs the whole newspaper.

- 6. squire (skwahyur)** *noun*; a young nobleman who accompanied and assisted a knight before becoming one himself (in medieval times)

example: Squires were expected to help their knights put on their armor.

- 7. wield (weeld)** *verb*; 1. to use or handle (a weapon, instrument, etc.); 2. to have or be able to use (power, authority, influence, etc.)

example 1: The criminal, wielding a pistol, demanded that the tellers open the bank vault.

example 2: The President wields the power to veto laws proposed by Congress.

- 8.** _____ (_____) _____ ; _____

example: _____

PLAY: *The Sword in the Stone* • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

The Sword in the Stone

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

1. Which of the following could **decimate** a town?

- Ⓐ the opening of a new restaurant
- Ⓑ a dense fog
- Ⓒ a tornado
- Ⓓ a local election

2. Which of the following is a homophone for **heir**?

- Ⓐ hair
- Ⓑ air
- Ⓒ hare
- Ⓓ inheritor

3. An antonym for **lowly** is _____.

- Ⓐ polite
- Ⓑ poetic
- Ⓒ powerful
- Ⓓ political

4. Given the definition of **wield**, you can guess that **unwieldy** means

- Ⓐ agile and quick.
- Ⓑ easy to hold or control.
- Ⓒ difficult to hold or control.
- Ⓓ sharp or dangerous.

5. In which of the following would you most likely see an actor playing a **squire**?

- Ⓐ a musical about the Wild West
- Ⓑ a play about a high school football team
- Ⓒ a movie about aliens
- Ⓓ a TV show about medieval Europe

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

6.	control	release	wield	use
7.	lowly	mighty	humble	ordinary
8.	forget	conjure	produce	recall
9.	squire	chief	attendant	trainee
10.	demolish	destroy	delay	decimate
11.	future	destiny	legend	fate

Directions: Write a sentence using at least two of the vocabulary words listed on page 1 of this activity (you may include the one you chose).

12. _____

King Arthur Contest

Legends often reflect certain values or beliefs. *The Sword in the Stone* reflects beliefs about kings. According to this legend, what qualities make a good King? How does Arthur demonstrate those qualities? Five winners will each get Nils Johnson-Shelton's *The Invisible Tower*.

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:
KING ARTHUR CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **JUNE 6, 2013!**

Write an Argument Essay

Directions: Read "Should Barry Bonds Be in the Hall of Fame?" on pages 20-21 of the May 6, 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

Should players suspected of doping be allowed into the Hall of Fame? 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! It's all in the past.

☐

No! They're cheaters.

☐

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the columns on page 21 support your opinion? What are some other points that support your opinion? List three to five supporting items here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think players accused of using performance-enhancing drugs should be allowed into the Hall of Fame, summarize the reasons some people might disagree with you. On the other hand, if you think such players do not deserve baseball's highest honor, explain why others argue that they do.

STEP 4: CRAFT YOUR THESIS

The thesis is where you tell readers what the essay is going to be about. It 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 famous moment in sports history, using the beginning of the debate as a model.
- 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 if they would think less of their favorite athlete if he or she was found to be cheating.

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 certain celebrated baseball players—like Barry Bonds—have not been elected to the Hall of Fame due to doping accusations.

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 players suspected of doping should be allowed into the Hall of Fame. (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:

"Should Barry Bonds Be in the Hall of Fame?"

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

1. **induct (in-DUHKT)** *verb*; to admit someone formally to a position or into an organization
example: Maria was inducted into the National Junior Honor Society last week.
2. **prescription (prih-SKRIP-shuhn)** 1. *noun*; an order for a drug or medication written by a doctor to a pharmacist. It specifies what type and quantity of medication to give. 2. *adjective*; (for drugs) sold only upon approval of a doctor
example 1: Dr. Kim wrote me a prescription for antibiotics after I tested positive for strep throat.
example 2: Ibuprofen is not a prescription drug; you can walk into a store and buy it off the shelf.
3. **regulate (REG-yuh-layt)** *verb*; 1. to control or manage; 2. to adjust or to keep to a standard
example 1: The mayor proposed several new laws regulating smoking in public areas.
example 2: The temperature of the cabin can easily be regulated by turning the dial on the thermostat.
4. **steroid (STEHR-oyd)** *noun*; a chemical substance found in plants and animals, including humans. There are also anabolic, or manmade, steroids, which are used to treat certain medical conditions. Athletes sometimes abuse these steroids, using them to increase muscle and enhance athletic performance. The use of performance-enhancing steroids is banned in most sports competitions and organizations.
example: Several swimmers were disqualified from the meet after admitting to steroid use.
5. **side effect (side ih-FEKT)** *noun*; a usually negative, unintended consequence of an event or action. The term *side effect* is often used to refer to unintended effects of a drug or medical treatment.
example: Drowsiness and dizziness are common side effects of allergy medications.

6. _____ (_____) _____ ; _____

example: _____

7. _____ (_____) _____ ; _____

example: _____

DEBATE: "Should Barry Bonds Be in the Hall of Fame?" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Should Barry Bonds Be in the Hall of Fame?"

Directions: Complete each sentence using a form of one of the words listed on the first page of this activity.

1. The pharmacy's supply of _____ drugs began to run low after a large shipment failed to arrive.
2. Be careful with that allergy medication. It can have some nasty _____.
3. We all suspected that Dan had used _____ to help build his enormous muscles.
4. Reptiles and other cold-blooded animals must bask in the sun because they are unable to _____ their own body temperatures.
5. The military will officially _____ the new recruits at the ceremony tomorrow.

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

6. Which of the following describes a side effect?

- (A) Martin got an A on his biology exam after studying for weeks.
- (B) After Shira sucked on a cough drop, her throat felt much better.
- (C) Eva caught Jill's cold.
- (D) Rob's blood-pressure medication caused his skin to break out in a rash.

8. Which of the following is NOT a reason someone might take steroids?

- (A) to be able to run faster
- (B) to be able to jump higher
- (C) to increase his or her intelligence
- (D) to improve his or her chances of winning an athletic competition

7. Which of the following is an antonym for induct?

- (A) swear in
- (B) expel
- (C) inaugurate
- (D) enlist

9. Which of the following is a synonym for regulate?

- (A) terminate
- (B) obey
- (C) deregulate
- (D) moderate

Directions: Use the words below in a sentence.

10. side effects, steroid _____
- _____
- _____

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

Practicing Parallelism

Parallelism means using the same pattern of words to show that two or more ideas are equally important. Parallel structure can be used with words, phrases, or clauses:

Example 1: **Incorrect:** Hala likes swimming, playing volleyball, and to hike.
(*Swimming* and *playing* end in -ing, so the third item in the list should also end in -ing.)

Correct: Hala likes **swimming**, **playing** volleyball, and **hiking**.

Example 2: **Incorrect:** After the fire drill, the teacher praised her students for paying attention and their orderly behavior.
(*Paying attention* and *orderly behavior* are not the same grammatical forms. One of them needs to change to match the other.)

Correct Option 1: After the fire drill, the teacher praised her students for their attentiveness and orderly behavior.

Correct Option 2: After the fire drill, the teacher praised her students for paying attention and behaving in an orderly fashion.

Example 3: **Incorrect:** When buying new sneakers, Joshua makes sure they have good arch support, breathable fabric, and that the soles are sturdy.
(*Good arch support* and *breathable fabric* have an adjective-followed-by-a-noun structure, but *the soles are sturdy* does not.)

Correct: When buying new sneakers, Joshua makes sure they have good arch support, breathable fabric, and sturdy soles.

Directions: In each pair of sentences below, place a ✓ in front of the sentence that has correct parallelism.

1. **a** ____ The new soccer coach is both enthusiastic and he has really good skills.
b ____ The new soccer coach is both enthusiastic and highly skilled.
2. **a** ____ In Leesa's lifeguard course, she learned injury prevention, first aid, and rescue skills.
b ____ In Leesa's lifeguard course, she learned injury prevention, first aid, and also about rescue skills.
3. **a** ____ Eating too much sugar can make you hyper as well as to cause tiredness.
b ____ Eating too much sugar can make you hyper as well as tired.
4. **a** ____ Ed and Ted spent the day arguing with each other rather than work together to clean their room.
b ____ Ed and Ted spent the day arguing with each other rather than working together to clean their room.
5. **a** ____ Dolphins have large brains, thick skin, and swim fast by using their tails.
b ____ Dolphins have large brains, thick skin, and tails that help them swim fast.

Directions: In each sentence below, fill in the blank with a parallel word or phrase.

6. Wesley's favorite after-school snacks are yogurt, mixed nuts, and _____

7. Aishwarya goes to ballet at 3:30, softball at 5:00, and _____

8. Before a race, runners should not only stretch but also _____

9. At my annual checkup, the doctor listened to my heartbeat, looked down my throat, and _____

10. Abraham Lincoln is famous for being the first president to have a beard, delivering the Gettysburg Address, and _____

Directions: Rewrite each of the following sentences, correcting any parallelism errors.

11. Giving is better than to receive.

12. Before the sun comes up, Avery feeds the chickens, milks the cows, and has to clean the horse stalls.

13. Leo asked his mom to either roll down the car windows or start turning on the air conditioner.

14. To make an omelet, crack three eggs into a bowl, stir, pour the mixture into a heated pan, and after that you can add the other ingredients, fold it in half, and let it cook.

15. The Sheridans' new car runs on electricity instead of using gasoline.

Perfect Your Pronouns

Consider this sentence:

When my mom takes my little sister to the playground, she is really happy.

Who is happy—your mom or your sister? It's not clear to whom the pronoun *she* refers. Because of this, the sentence is ambiguous, or open to more than one meaning. Here is one way to make the sentence clear:

My little sister is really happy when my mom takes her to the playground.

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

1. **a** _____ The Richardsons brought delicious turkey burgers to the picnic—I just love them!
b ✓ I just love the delicious turkey burgers that the Richardsons brought to the picnic.
2. **a** _____ "I'm getting a new bicycle for Christmas," Lily told Ruby.
b _____ Lily told Ruby that she was getting a new bicycle for Christmas.
3. **a** _____ The Davis twins told their parents that they were wrong about the location of the soccer game.
b _____ The Davis twins were wrong about the location of the soccer game, so they told their parents.
4. **a** _____ Justin received the math prize as well as the photography award, but he was very modest about it.
b _____ Justin received the math prize as well as the photography award, but he was very modest about his achievements.
5. **a** _____ I dropped my notebook as I was taking it out of my backpack.
b _____ As I was taking my notebook out of my backpack, I dropped it.

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

6. When Richard saw Joel in the driver's seat, he let out a shout of surprise.

When Richard saw Joel in the driver's seat, Joel let out a shout of surprise.

7. Mai gave her niece a huge candy bar that she kept taking bites of.

8. While Sergei and his dad were waiting for the mail carrier, he started whistling loudly.

9. The McDermotts visited the Dabneys after they got back from their vacation.

THE LAZY EDITOR: “Could He Really Survive This Explosion?” • SKILL: Avoiding texting shorthand

no txtng slng in ur hmwk!!!

Texting abbreviations and texting slang have their place: in text messages. In texts, it’s fine if, for example, you use the letter *r* to replace the word *are*, the letter *b* to replace *be*, or the numeral *2* to replace *to* (or *two* or *too*). But when you are writing something more formal—like an assignment for school—you must spell out words. You must also use proper punctuation and capitalization. If you’re a frequent texter, keep a close eye on yourself—it’s easy to let texting abbreviations and slang slip into your writing accidentally.

Directions: Some texting slang slipped into the writing sample below. Find it and correct it.

Finding Phoebe

It wuz a Wed evening in early December. A cold wind whipped dwn the street as my mom and i hurried hom. i couldnt w8 2 gt inside and curl up under a blanket with a hot mug of cocoa.

A few doors down from our apartment, a high-pitched sound stopped me in my trax.

“Meow! Meow! Meow!”

Where was it coming from? i looked around, baffled. then da sound came again

“Meow! Meow! Meow!”

This time i found her: a tiny blk & wht kitten huddled in a dark corner of the stairwell. i knelt down, and she came running over 2 me. She rubbed her little head against my hand and started purring like crzy. i noticed that she wuz shivering. without thinking, i picked her up and wrapped her in my scarf. “wut r u doin here?” i asked the cat.

“Come on, jessica, let’s go home,” sed my mom.

i started 2 protest. “But—”

“That kitten is cold,” my mom said, smiling :) “We need 2 get her inside. Come on.”

That was the nite Phoebe the cat joined our family.

Too Much "To Be"!

The verb "to be" is the most commonly used verb in the English language. You need to use it a lot! But using it when you don't need to can make your writing wordy. In many instances, phrases such as "it is," "there are," and "that was" can be eliminated. This activity will help you figure out when to use them and when to lose them.

Example 1: Jess saw a tiny Chihuahua that was wagging its tail.
Sometimes, you can simply cross out the excess words and leave the rest:
Jess saw a tiny Chihuahua ~~that was~~ wagging its tail.
Revised: Jess saw a tiny Chihuahua wagging its tail.

Example 2: There were dozens of dogs that were living at the animal shelter.
Often, when you take out "to be" verbs, you must remove other words as well:
~~There were~~ dozens of dogs ~~that were~~ living at the animal shelter.
Revised: Dozens of dogs were living at the animal shelter.

Example 3: It was the cute terrier that was black and white that Jess's family adopted.
Sometimes when you eliminate "to be" verbs, you need to rearrange the sentence:
~~It was the cute terrier that was black and white that~~ Jess's family adopted.
Revised: Jess's family adopted the cute black-and-white terrier.

Example 4: There were many days that Jess thought about the other dogs at the shelter and hoped they found loving homes.
You can make some sentences more concise with a bit of rewriting:
~~There were many days that~~ Jess thought about the other dogs at the shelter and hoped they found loving homes.
Revised: Jess often thought about the other dogs at the shelter and hoped they found loving homes.

Directions: For each sentence, cross out unnecessary uses of "to be" as well as any other unnecessary words. Then write a revised version of the sentence on the line. Remember, *is*, *am*, *are*, *was*, *were*, *has been*, *have been*, and *will be* are all forms of "to be."

1. There are five clownfish that are swimming in the tank.

2. Mariska wore a necklace that was given to her by her grandmother.

3. It was 7 p.m. when A.J. came home from work.

4. Sharks have teeth that are sharp.

5. The plants that are next to the window need water.

6. Is it Max's sister who is driving us to the movie theater?

7. There is a hummingbird that is building a nest in our maple tree.

8. Passing your driving test requires that you have been studying and practicing.

Directions: Rewrite the paragraph below, eliminating excess "to be" words.

There are many times when I am late for school. The reason is always the same. It is my brother who is always wasting time deciding which sneakers to wear. There are at least 30 pairs of basketball shoes in his closet. He even has a pair that were signed by LeBron James. Those are the shoes that he put on a high shelf in his room. It is my brother's dream that someday he will be a basketball star. I hope that he is a person who gets his wish. A brother who is rich and famous is sure to share the wealth, right?

You Write It

Turning an Infographic Into a Paragraph

Directions: Follow the steps below to turn our infographic about potbellied pigs into a paragraph.

1 It is important to have a clear understanding of the claim you are going to support. The directions on page 24 of your *Scope* tell you what your claim should be. Reread them, and write your claim:

CLAIM

2 The next step is to make sure you take in all the information the infographic has to offer. Some information is presented in complete sentences, such as "They can eat (almost) anything," but other information is presented through images or single words. Consider, for example, the small photographs that appear in the category "Diet." Why do you think those particular images appear here? What do they tell you?

For each of the five categories on the infographic, write one to three sentences summarizing what the text and the images tell you. A good way to approach this is to think of how you would tell someone else this information. We wrote a summary of "Diet" for you as an example.

DIET

Pigs can eat a wide variety of foods, from worms and flies to human foods like burritos.

PERK

SMARTS

PERSONALITY

LIFE SPAN

It's time to start crafting your paragraph. Follow these guidelines:

- Your first sentence should be a hook—that is, it should grab the reader’s attention.
- After your hook, present a thesis statement: a sentence in which you tell your reader what your paragraph is going to be about—your central idea. In argument writing, the thesis is where you make your claim and briefly state the reasons your claim is true. A good way to approach your thesis is to ask yourself, “How can I summarize my whole paragraph in one sentence?”

- The middle of your paragraph is where you present evidence for the reasons you stated in your thesis.
- Use transition words to make your sentences flow smoothly from one to the next.
- Vary the lengths and structure of your sentences to keep your writing lively.

- Conclude your paragraph with a strong sentence that will give your readers something to think about.

[illegible]

SCHOLASTIC SCOPE ACTIVITY • MAY 6, 2013

“You Write It” Model Text

Why Pigs Make Great Pets

An adorable potbellied pig may be the perfect pet for you! Not only are potbellied pigs incredibly intelligent, but these cute oinkers also have great personalities, are easy to care for, won't trigger allergies, and live a long time. Potbellied pigs are loyal, curious animals, and they are friendly and affectionate—qualities that make them beloved companions. One of the most amazing things about pigs is that they can be trained just like dogs. A pig can be taught to sit, roll over, and stay. (In fact, pigs are ranked among the top five smartest animals on the planet.) What's more, pigs are exceptionally clean (despite their reputations) and have very flexible diets. They can eat just about anything, from flies to burritos. Pigs also don't produce dander, so they are a great choice for anyone with dog or cat allergies. So find a breeder or rescue organization and adopt a potbellied pig today. Given that potbellied pigs live 12 to 18 years on average, you can expect to have a long and happy friendship with your new pal.

"You Write It" Model Text

The title clearly states what the article is about. It also includes the central idea.

Why Pigs Make Great Pets

The first sentence hooks the reader's attention. This is where you can have some fun. Be creative. Think about what type of hook would make you keep reading.

The second sentence is the thesis statement. It states the reasons pigs make great pets. The rest of the paragraph provides supporting evidence for the five reasons mentioned in the thesis.

An adorable potbellied pig may be the perfect pet for you! Not only are potbellied pigs incredibly intelligent, but these cute oinkers also have great personalities, are easy to care for, won't trigger allergies, and live a long time. Potbellied pigs are loyal, curious animals, and they are friendly and affectionate—qualities that make them beloved companions. One of the most amazing things about pigs is that they can be trained just like dogs. A pig can be taught to sit, roll over, and stay. (In fact, pigs are ranked among the top five smartest animals on the planet.) What's more, pigs are exceptionally clean (despite their reputations) and have very flexible diets. They can eat just about anything, from flies to burritos. Pigs also don't produce dander, so they are a great choice for anyone with dog or cat allergies. So find a breeder or rescue organization and adopt a potbellied pig today. Given that potbellied pigs live 12 to 18 years on average, you can expect to have a long and happy friendship with your new pal.

Transition words and phrases connect ideas.

Using different sentence lengths and structures makes the writing lively.

Ends with a call to action and a promise that the reader won't regret getting a pet pig.

You Write It Contest: May 6, 2013

Using the information presented in the infographic on page 24, write a paragraph arguing that potbellied pigs make great pets. Entries will be judged on: 1. a clear central idea; 2. effective use of supporting evidence; 3. good organization and transitions; 4. originality; 5. grammar. Three winners will each receive a \$25 Visa gift card, and their entries will be published on Scope Online.

My response:

[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: _____

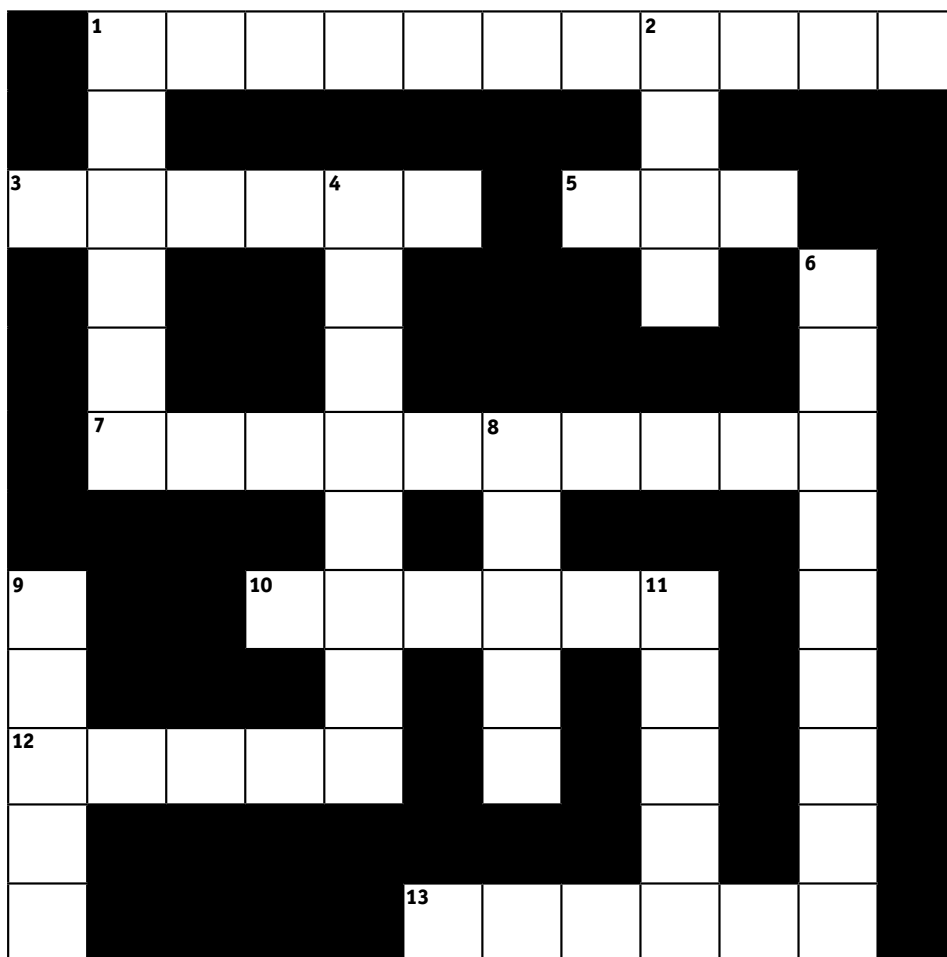
My parent or legal guardian consents to my participation in this contest.

Parent's or legal guardian's signature: _____

**TO ENTER THE CONTEST, MAIL THIS SHEET TO:
YOU WRITE IT CONTEST, c/o SCOPE, P.O. BOX 712, NEW YORK, NY 10013-0712
ENTRIES MUST BE RECEIVED BY **JUNE 6, 2013!****

Scope Crossword Puzzle

Directions: Use the May 6, 2013, issue of *Scope* to help you complete the crossword.



ACROSS

1. part of PED
3. Guinness World Records no longer recognizes "youngest to" records so young kids won't put themselves in ____.
5. Centralia's coal mines closed as the U.S. began to use more ____.
7. the first effects of an explosion (two words)
10. Before Arthur's reign, the ____ destroyed much of Britain.
12. weapon used by medieval jousters
13. Most action-movie bomb blasts would be ____ in real life.

DOWN

1. Coal is formed from the hardened remains of ____ and animals.
2. the continent where Marco Polo did most of his exploring
4. Eventually, the government had to ____ Centralia.
6. Long ago, expeditions were taken for the purpose of ____ rather than thrills.
8. ____ (Who's/Whose) candy is this?
9. Experts debate whether the stories of King Arthur are true or ____.
11. Merlin's magic ____ proved that Arthur was the true King.