

NONFICTION: "Saving the Great White Monster" • SKILL: Cause and Effect

Cause and Effect

In a cause-and-effect chain, one condition or event leads to a series of others. In this activity, you will explore two cause-and-effect chains in the article "Saving the Great White Monster." **Directions:** Complete each cause-and-effect chain according to the directions. Then use your completed cause-and-effect chain to help you answer the question below the chain.

Identify a chain of events that shows how human activities have affected shark populations.

Since the 1980s, Chinese people have become increasingly wealthy.



How have human activities affected shark populations?

Identify a chain of events that shows how the decline in shark populations affects other species.

Shark populations shrink dramatically because of overfishing.



How does the fact that shark populations have diminished affect other species?

Close-Reading Questions

"Saving the Great White Monster"

1. The author writes parts of the article in the second-person point of view, addressing readers as if they were sharks. What effect does this create? (author's craft)
2. Reread the section "Killing for Soup." How has the rise of wealth in China affected shark populations? (cause and effect)
3. Reread "Rising Alarm" and the sidebar "Why We Need Sharks." What is an apex predator? Why are apex predators important? (synthesizing/cause and effect)
4. According to the section "Attacks Are Rare," what is a typical emotional reaction to sharks? Why? How have these types of reactions affected sharks? (cause and effect)
5. What strategies has WildAid used to address the problem of shrinking shark populations? (text evidence)

Critical-Thinking Questions

"Saving the Great White Monster"

1. What role have the media—movies, TV, newspapers—played in creating problems for sharks? What role have the media played in solving these problems?

2. Describe the tone of the article. What does it reveal about the author's attitude toward sharks?

NONFICTION: "Saving the Great White Monster" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Saving the Great White Monster." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

1. Study the image on pages 4 and 5, and read the **headline** and the introductory paragraph (the one that begins, "The great white shark is among the most feared animals . . ."). What is the relationship between the headline, the introductory paragraph, and the photo? Why do you think the editors chose that photograph for the first page of the article?

2. Examine the rest of the photos in the article and read their captions. What information does each provide?

3. Read the **subheads** throughout the article. Based on your preview of the article, write one or two sentences predicting what you think the article is mainly about.

During Reading

4. Consider this sentence from page 6: “But it wasn’t until the 1990s that sharks were hunted in staggeringly large numbers.”
- A. What does *staggeringly* mean? (Use context clues to help you. Then check a dictionary.)

- B. Why might the author have chosen *staggeringly* instead of another, similar word? What does the author’s choice of *staggeringly* tell you about her attitude toward shark hunting in the 1990s?

5. Check (✓) the statement that best describes how the author organizes information in the section “Attacks Are Rare.”

The author lists a series of events in the order in which they happened.

The author describes a problem and then describes steps that have been taken to solve the problem.

The author compares and contrasts sharks with other animals.

6. What is the **tone** of the section “Rising Alarm”? Explain.

7. A. Look at the sidebar “Why We Need Sharks” on page 7. Briefly summarize what it describes.

- B. What does the sidebar suggest about apex predators? Explain. Why do you think the sidebar was included?

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After Reading

8. Write a three- to four-sentence **objective summary** of "Saving the Great White Monster." (Hint: Think about what you would say to a friend who asks, "What is this article about?")

9. A **central idea** of "Saving the Great White Monster" and two pieces of **supporting evidence** are below. In the space provided, write another piece of evidence from the story that supports the central idea.

<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Sharks are at risk of extinction, largely because they are hunted for shark fin soup.</p>		
<p style="text-align: center;">Evidence #1</p> <p>"Worldwide, sharks like you are being ruthlessly hunted and brutally slaughtered." (p. 6)</p>	<p style="text-align: center;">Evidence #2</p> <p>"Today, they are hunted for meat and as trophies, but mainly they are hunted for their fins, the key ingredient in shark fin soup." (p. 7)</p>	<p style="text-align: center;">Evidence #3</p>

10. Below are three pieces of **supporting evidence** for another central idea of "Saving the Great White Monster." In the space provided, write a **central idea** that this evidence supports.

<p style="text-align: center;">Central Idea</p>		
<p style="text-align: center;">Evidence #1</p> <p>"News stories about shark attacks and movies like <i>Jaws</i> have given the great white shark a reputation as a monstrous killer." (p. 6)</p>	<p style="text-align: center;">Evidence #2</p> <p>"But looking at a photo of a great white shark—the blood-red mouth, the dead black eyes—few people think, 'Awwwww.'" (p. 8)</p>	<p style="text-align: center;">Evidence #3</p> <p>"Still, many people believe the world might be a better place without sharks. . . ." (p. 8)</p>

NONFICTION: "Saving the Great White Monster" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Saving the Great White Monster." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

1. Read the **headline**, or title. Write it here: _____

2. Study the picture on pages 4 and 5. Describe it. How does it make you feel?

3. What does the As You Read box on page 5 tell you to think about?

4. Look at the images on page 6. What do they show?

5. Describe the photograph on the bottom right corner of page 7. How does it make you feel?

6. What do you think you will learn from this article?

During Reading

7. Consider this sentence from page 6: "But it wasn't until the 1990s that sharks were hunted in staggeringly large numbers."
- A. Check (✓) the box with the correct definition of *staggeringly* as it is used in the sentence from the article. (Check a dictionary if you're not sure.)

unsteadily

impressively

shockingly

- B. Why might the author have chosen *staggeringly* instead of another, similar word? What does the author's choice of *staggeringly* tell you about her attitude toward shark hunting in the 1990s?
- _____
- _____
- _____

8. The author organizes the section "Attacks Are Rare" by stating a problem and listing solutions. The problem and one solution are written below. Write two other solutions in the space provided:
- Problem:** Sharks' reputation for being vicious has made it difficult for conservationists to find support for protecting them.
- Solution 1:** WildAid ran ads on TV showing gruesome scenes of sharks being slaughtered.
- Solution 2:** _____
- _____
- Solution 3:** _____
- _____
- _____

9. A. Look at the "Why We Need Sharks" sidebar on page 7. What does it describe?
- _____
- _____
- B. What does the sidebar suggest about apex predators? Explain.
- _____
- _____
- _____
- _____

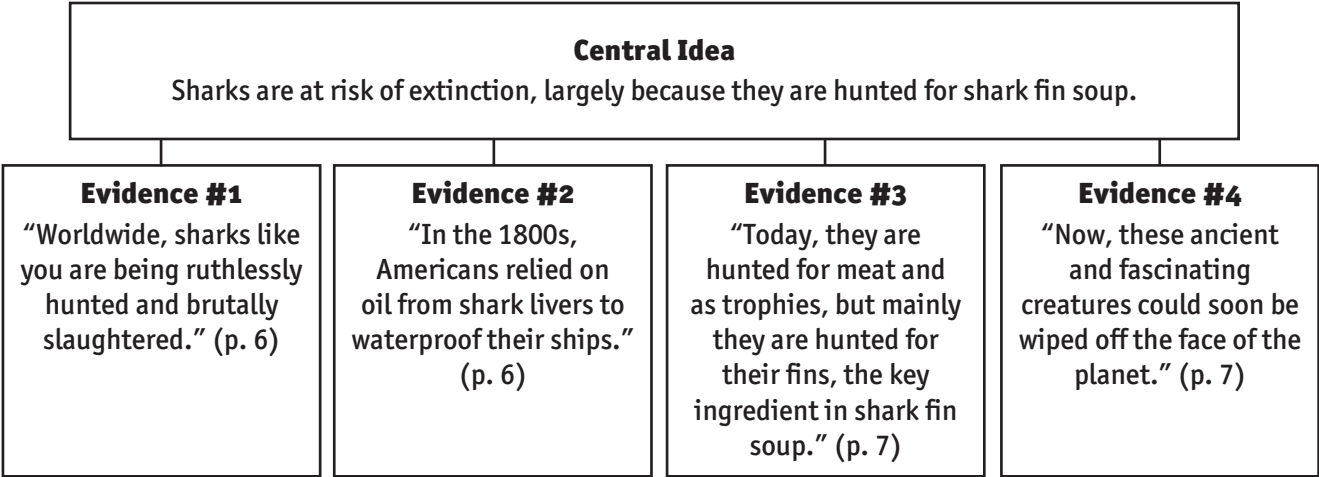
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After Reading

10. Below is a sample of an **objective summary** of "Saving the Great White Monster." It contains some information that it shouldn't, such as personal opinions and unnecessary details. Read the paragraph, then cross out any information that should not be included. We've crossed out two pieces of unnecessary information for you.

Over the past few decades, sharks have become endangered because humans have killed so many of them. Millions of sharks have been slaughtered to make shark fin soup, a delicacy in China. ~~I don't think I would want to eat it.~~ Many people don't understand that sharks are important to the ocean's ecosystem. Sharks are apex predators, which means that they are at the top of the food chain. ~~A whale might harm a shark, but probably not kill it.~~ As sharks disappear, some of the animals they prey on become too numerous, which then affects other plant and animal species. The conservation group WildAid is working hard to protect this important marine animal, though it has not been easy. Although shark attacks are actually rare, sharks have a reputation for viciously attacking humans; as a result, few people want to help sharks. ~~I freaked out when I thought I saw a shark in the ocean last summer, but it was just a dolphin.~~ WildAid launched a campaign to raise awareness about the impact that eating shark fin soup has. It has worked. A lot fewer shark fins were brought into China last year than in the past. That's good.

11. Below is a **central idea** of "Saving the Great White Monster." Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.



NONFICTION: "Saving the Great White Monster" • SKILL: Test Prep

"Saving the Great White Monster" Quiz

Directions: Read "Saving the Great White Monster." Then answer the multiple-choice questions below.

1. Which statement expresses a central idea of the article?

- (A) An increase in shark hunting is threatening ocean ecosystems.
- (B) Sharks are resilient creatures.
- (C) *Jaws* portrays sharks as bloodthirsty monsters.
- (D) WildAid is a wonderful organization.

2. Which sentence best supports this central idea?

- (A) "For millions of years, sharks like you have thrived, with nothing to fear."
- (B) "People tend to want to help animals that they care about."
- (C) "People have been hunting sharks for thousands of years."
- (D) "The disappearance of an apex predator would have an impact on almost every other species of fish. . . ."

3. Consider this sentence from the article: "Mainly you attack by surprise, striking from below, speeding toward your prey like an underwater missile." What literary device does it contain?

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

4. The author probably used this literary device to

- (A) vividly describe how sharks zero in on prey.
- (B) develop the idea that sharks are monsters.
- (C) help the reader imagine what it is like to be shark prey.
- (D) frighten the reader.

5. Which statement best describes the section "Rising Alarm"?

- (A) The author proposes solutions to the problem of shark hunting.
- (B) The author compares two species.
- (C) The author explains effects of shark hunting.
- (D) The author argues strongly for increased support of sharks.

6. If the information from the infographic "Why We Need Sharks" was included in the main text of the article, which section would it best fit into?

- (A) "Killing for Soup" (C) "Rising Alarm"
- (B) "Attacks Are Rare" (D) "Reason for Hope"

7. The author writes that "a beachgoer is 15 times more likely to be killed by a falling coconut than by a shark." Which idea does this detail support?

- (A) Coconuts are dangerous.
- (B) Shark attacks are common.
- (C) Shark attacks are not common.
- (D) all of the above

8. How does the author support her claim that WildAid's campaign in China has been successful?

- (A) She quotes Chinese people who stopped eating shark fin soup as a result of the campaign.
- (B) She describes the campaign itself.
- (C) She cites a statistic about reduced fin imports.
- (D) She explains why it's easier to rally support for cute animals.

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

9. Explain how increased wealth in China has affected sharks. Use text evidence to support your answer.

10. What is the "reason to hope" in the section "Reason to Hope"? Use text evidence to support your answer.

NONFICTION: "Saving the Great White Monster" • SKILL: Vocabulary Acquisition

Vocabulary:

"Saving the Great White Monster"

Directions: Read the following definitions and example sentences. Then add two more words from the article.

- 1. apex (AY-peks)** *noun*; the top or highest part of something

example: Each holiday season, Dad fastens a giant, inflatable Santa Claus to the apex of our roof.

- 2. delicacy (DEL-ih-kuh-see)** *noun*; 1. something delightful or pleasing, especially a unique or rare food item; 2. the quality of being easily broken or damaged; 3. fineness in texture, quality, etc.

example 1: Escargot, or cooked snails, is considered a delicacy in France.

example 2: Because of their delicacy, fossilized dinosaur bones must be handled with utmost care.

example 3: Silk garments are quite comfortable, thanks to the delicacy of the fabric.

- 3. dorsal (DOOR-suhl)** *adjective*; of, on, or relating to the back

example: The walleye, a type of fish found in various parts of Canada, is easily identified by its spiny dorsal fin.

- 4. ecosystem (EE-koh-sis-tuhm)** *noun*; 1. a system formed by the interaction of a community of organisms with their environment

example: Experts predict that the recent oil spill will damage the marine ecosystem.

- 5. pectoral (PEK-ter-uhl)** *adjective*; of, on, or relating to the chest or breast

example: According to Coach Porter, the bench press is the best exercise for building pectoral muscles.

- 6. ruthlessly (ROOTH-lis-lee)** *adverb*; without pity or compassion; cruelly

example: Players on both teams at the Super Bowl fought ruthlessly for control of the football.

- 7.** _____ (_____) _____ ; _____

example: _____

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

example: _____

NONFICTION: "Saving the Great White Monster" • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"Saving the Great White Monster"

Directions: Complete the sentences using a form of the vocabulary words listed in the Word Bank. You will use each word once.

WORD BANK		
apex	dorsal	pectoral
delicacy	ecosystem	ruthlessly

- The original *Godzilla* film features a giant lizard that _____ rampages throughout the Japanese city of Tokyo.
- Gunnulf saw, in the distance, an approaching figure on horseback. The bright-red dragon on his _____ armor signified that he was the king.
- "Judging from the scar on its _____ side, this boa constrictor was likely attacked by a bird swooping down from above," our guide informed us.
- The _____ of the Great Pyramid of Giza is more than 450 feet high.
- Scientists worry that climate change will affect the planet's fragile _____.
- Historically, lobster was primarily eaten by the poor; today, however, it's considered a _____ and is quite expensive.

Directions: Choose two of the vocabulary words listed on the first page of this activity. Write an example sentence for each one.

- _____
- _____

Video-Discussion Questions

"Behind the Scenes: Saving the Great White Monster"

1. Rewatch the beginning of the video, up to where Lauren Tarshis explains why she wrote the article (0:45). At what point does the mood shift? What does the mood shift from and what does it shift to? Explain how both moods are created. Consider the visuals, music, and narration.
2. According to Tarshis, what reputation do sharks have? What claim does she make about sharks' reputation?
3. Tarshis claims that "sharks are deeply important to the ocean ecosystem." How does she support this claim?

Shark Contest

Conservationist John Muir once said, "When one tugs at a single thing in nature, one finds it attached to the rest of the world." Explain what this quote means and how it applies to sharks. Use text evidence to support your answer.

Five winners will each receive *One White Dolphin* by Gill Lewis.

Entries will be judged on:

- | | |
|--|-------------------------------------|
| ⇒ a clear central idea | ⇒ good organization and transitions |
| ⇒ effective use of supporting evidence | ⇒ originality |
| | ⇒ grammar |

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: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com

Or mail to: Shark Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY APRIL 1, 2014!

DRAMA: *The Red-Headed League* • SKILL: Characterization

Inspecting Sherlock Holmes

The means through which an author reveals a character's personality is called *characterization*. There are two types of characterization: direct and indirect. In direct characterization, the author or a narrator *tells* the reader what a character is like. For example, the author might write, "Alex was a lonely man."

In indirect characterization, the author *shows* the reader what the character is like through (1) how the character looks, (2) what the character says, (3) what the character does, (4) what the character thinks, or (5) how the character affects other characters. In this activity, you will analyze the characterization of Sherlock Holmes in the play *The Red-Headed League*.

Directions: We have provided three excerpts from the play. Explain what each excerpt reveals about Holmes's personality, and place a check next to the statements that tell *how* the author characterizes Holmes. We have done the first one for you.

Excerpt 1 (Scene 2, page 12)

Watson: Surely this Wilson was the victim of a practical joke.

Holmes (*thoughtfully*): An awfully expensive joke, if that is all it was—they paid him handsomely for his six weeks of scribbling. I suspect there's more here than meets the eye, Watson. We'll have to dig deep to find out what it is.

What does this excerpt reveal about Holmes's character? Explain.

This excerpt reveals that Holmes is thoughtful and analytical and that he trusts his instincts. Unlike Watson, Holmes doesn't accept the easy or obvious answer. He considers the situation carefully, and trusts his feeling that something fishy is going on. The excerpt could also suggest that Holmes is distrustful of others; he seems to suspect foul play. Holmes's immediate desire to "dig deep to find out what it is" also suggests that he enjoys the challenge of solving a mystery. Finally, the stage direction "thoughtfully" helps establish Holmes as thoughtful.

In this excerpt, Holmes's character is revealed through (check all that apply):

- ☐ direct characterization
- ☐ how he looks
- ☒ what he says
- ☐ what he does
- ☐ what he thinks
- ☐ how he affects other characters

Excerpt 2 (Scene 2, page 12)

Holmes: So that's the indispensable Miss Spaulding. Interesting, Watson, is it not, that she should lead her employer to a position where he is paid a fortune for doing nothing while she willingly works for half pay? And did you notice her skirt? It was quite smudged and dirty.

What does this excerpt reveal about Holmes's character? Explain.

In this excerpt, Holmes's character is revealed through (check all that apply):

- ☐ direct characterization
- ☐ how he looks
- ☐ what he says
- ☐ what he does
- ☐ what he thinks
- ☐ how he affects other characters

Excerpt 3 (Scene 2, page 12)

Watson: Once again, Holmes, you leave me feeling more convinced than ever of my own stupidity. Both of us have seen and heard the same things. But not only do you know what's happened, you know what's going to happen tonight. And I am still completely in the dark.

Holmes: You're right, we'll need a lantern too. Good thinking, Watson.

Watson: Sigh.

What does this excerpt reveal about Holmes's character? Explain.

In this excerpt, Holmes's character is revealed through (check all that apply):

- ☐ direct characterization
- ☐ how he looks
- ☐ what he says
- ☐ what he does
- ☐ what he thinks
- ☐ how he affects other characters

Directions: Choose two more excerpts from the play that reveal something about Holmes's character. Write the excerpts in the space provided (including scene and page number) and analyze them the same way you analyzed the excerpts on page 2.

Excerpt 4 (Scene __ , page __)

What does this excerpt reveal about Holmes's character? Explain.

In this excerpt, Holmes's character is revealed through (check all that apply):

- ☐ direct characterization
- ☐ how he looks
- ☐ what he says
- ☐ what he does
- ☐ what he thinks
- ☐ how he affects other characters

Excerpt 5 (Scene __ , page __)

What does this excerpt reveal about Holmes's character? Explain.

In this excerpt, Holmes's character is revealed through (check all that apply):

- ☐ direct characterization
- ☐ how he looks
- ☐ what he says
- ☐ what he does
- ☐ what he thinks
- ☐ how he affects other characters

Critical-Thinking Questions

The Red-Headed League

1. What aspects of human nature does Ross take advantage of when he tricks Jabez Wilson? Explain.

2. A foil is a character whose primary purpose is to provide a contrast to another character, for the purpose of illuminating that other character's traits. Who is the foil in this story? What traits in the other character does the foil illuminate? Explain.

Critical-Thinking Question

"Could You Be the Next Sherlock?"

Does it seem likely that anyone could, by practicing mindfulness, become as good at solving mysteries as Sherlock Holmes? Use the play and the essay to support your answer.

DRAMA: *The Red-Headed League* • SKILL: Literary Elements and Devices

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 Red-Headed League*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Jabez Wilson and Holmes, and one other 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. JABEZ WILSON is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. SHERLOCK HOLMES 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. Describe the relationship between Holmes and Watson. How do they interact with each other?

3. What clues does the author give that Victoria Spaulding is not what she seems to be?

4. Consider the **characterization** of Sherlock Holmes.

A. Give an example of something Holmes says. What does this line reveal about his character?

B. Give an example of something Holmes does. What does this action reveal about his character?

Section 2: Setting

5. Briefly describe the **setting**.

6. One scene spans multiple times and locations.

A. Which scene is it?

B. How are the switches in time and location indicated within the scene?

C. Why do you think the author chose to structure the scene this way?

Section 3: Theme

7. A **theme** of this play is that an offer that seems too good to be true often is. Explain how the play illustrates this **theme**, using details from the text to support your answer.

Section 4: Mood

8. 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. (Hint: Think about which imagery, words, ideas, and aspects of the setting or plot caused you to feel the way you did while reading the play.)

Section 5: Plot

3 CLIMAX: Describe the moment when the plot reaches its greatest intensity. What happens to make this a turning point?

2 RISING ACTION: What happens that causes the situation to escalate, or intensify?

4 FALLING ACTION: What is the solution to the problem? How is it carried out?

1 OPENING: What is the main problem?

5 RESOLUTION: What is the ultimate outcome? How are the plot’s mysteries solved?

DRAMA: *The Red-Headed League* • SKILL: Test Prep

The Red-Headed League Quiz

Directions: Read *The Red-Headed League* and “Could You Be the Next Sherlock?” Then answer the questions.

1. Which sentence is most important to include in a summary of the play?
 - (A) Duncan Ross’s hair was brighter than Wilson’s.
 - (B) The bank director was grateful to Holmes.
 - (C) Watson didn’t notice Ms. Spaulding’s dirty skirt.
 - (D) The bank was located behind Wilson’s shop.
2. Wilson says, “Victoria showed me the Red-Headed League’s newspaper advertisement on her first day on the job.” Initially, this implies Victoria is a(n) ____ employee, but later it’s revealed that she was being _____.
 - (A) impatient; harmless
 - (B) jealous; cunning
 - (C) helpful; deceptive
 - (D) suspicious; convincing
3. Which of the following lines includes a simile?
 - (A) “As for Duncan Ross, he’s vanished without a trace.”
 - (B) “We’ll have to dig deep to find out what it is.”
 - (C) “There is nothing out of the ordinary about his looks, other than his hair, which is as orange as freshly peeled carrots.”
 - (D) “Clipping hooves and other subdued street noises can be heard in the background.”
4. What is the meaning of the word *keen* in the following sentence: “I knew that Spaulding was awfully keen to spend time in Mr. Wilson’s shop”?

(A) sharp	(C) wise
(B) sensitive	(D) eager
5. What can you infer happened between Scene 2 and Scene 3?
 - (A) Watson went out and bought a revolver.
 - (B) Holmes told Mr. Wilson that he’d solved the case.
 - (C) Holmes contacted Inspector Jones.
 - (D) Victoria Spaulding quit her job.
6. Victoria Spaulding convinced Mr. Wilson of each of the following EXCEPT that
 - (A) she wanted to learn how to run a shop.
 - (B) she was developing film in the basement.
 - (C) she and Duncan Ross knew each other.
 - (D) the Red-Headed League was real.
7. From reading the play and the essay, you can infer that Sherlock Holmes is most admired for
 - (A) his determination and wit.
 - (B) his patience with Dr. Watson’s lack of mindfulness.
 - (C) his acute skills of observation.
 - (D) his ability to remember things that happened long ago.
8. With which of the following statements would the author of the essay most likely agree?
 - (A) People who meditate are much happier than those who don’t.
 - (B) Mindful people don’t use cell phones.
 - (C) We should all work to develop our powers of concentration.
 - (D) No one is as smart as Sherlock Holmes.

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

9. Kristin Lewis writes that mindfulness “can sharpen our mental powers as well as improve our health and emotional well-being.” What evidence does she give to support this claim?
10. In what ways does Sherlock Holmes demonstrate mindfulness as it is defined in the essay? Use details from both the play and the essay in your answer.

DRAMA: *The Red-Headed League* • SKILL: Vocabulary Acquisition

Vocabulary:

The Red-Headed League

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

1. **ascertain (as-er-TAYN)** *verb*; to discover something with certainty
example: Madison has not yet ascertained who slipped the valentine into her locker, though she suspects that it may have been Evan.
2. **douse (dows)** *verb*; 1. to plunge into water or other liquid, or to throw liquid on; 2. to extinguish; to put out a fire or a light
example 1: Emma doused her muddy jeans in a sink full of soapy water.
example 2: Aiden's mom used baking soda to douse the stove-top fire.
3. **eccentric (ek-SEN-trik)** 1. *adjective*; acting odd or unusual, especially in a harmless or charming way; 2. *noun*; a person with odd habits
example 1: Jared's grandmother is rather eccentric; she has nine cats and insists that they were all famous people in their former lives.
example 2: I live next door to an eccentric who wears only blue. Every day, everything from his hat to his shoes is blue. If you ask him why, he simply says, "I like blue."
4. **elusive (ih-L00-siv)** *adjective*; 1. difficult to find or capture; 2. hard to understand
example 1: Mia's dog escaped from her campsite and remained elusive despite her efforts to find him. Another family found him two days later.
example 2: My cousin, an astronomer, tried to explain black holes to me, but I still find the concept elusive.
5. **indispensable (in-di-SPEN-suh-buhl)** *adjective*; absolutely necessary; difficult to live without
example: For writers, a dictionary is an indispensable tool.
6. **intricate (IN-tri-kit)** *adjective*; complicated or detailed; having many small parts
example: I was amazed by how intricate the miniature painting was. The artist must have used a very tiny brush and a magnifying glass to create it.
7. **placard (PLAK-ahrd)** *noun*; a poster or sign posted in a public place
example: The store had placards reading "EVERYTHING MUST GO!" posted all over its walls.
8. **ruse (ROOZ)** *noun*; a trick intended to fool someone
example: We used the ruse of a family meeting to lure my dad to his surprise party.

9. singular (SING-gyuh-ler) *adjective*; 1. exceptional; extraordinary; remarkable; 2. strange or unusual; odd

example 1: “I promise you,” said Aaron, “this is a chocolate chip cookie of singular quality. You have never tasted a cookie even half as delicious as this one!”

example 2: Ava has rather singular taste in clothing, but otherwise she seems quite normal.

10. _____ (_____) _____ ; _____

example: _____

“Could You Be the Next Sherlock?”

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

1. immune system (ih-MY00N SIS-tuhm) *noun*; the system in the body that attacks germs and protects against disease and infection. It includes white blood cells and antibodies.

example: Camma must have a strong immune system: She hardly ever gets sick.

2. meditate (MED-ih-tayt) *verb*; 1. to think deeply; contemplate; 2. to achieve a state of thoughtless awareness; There are many different techniques for meditation, including sitting still and focusing the attention on the breath, or repeating a particular sound or phrase over and over in the mind.

example 1: Dad hasn’t decided whether to accept the new job he was offered; he says he needs to meditate on it before making a decision.

example 2: Bryan sits in a cross-legged position and meditates for 30 minutes every morning.

3. neuroscientist (nyur-oh-SAHY-uhn-tist) *noun*; a scientist who studies the brain and the nervous system, including the spinal cord and nerves

example: Neuroscientists study the effects of head injuries, such as concussions.

4. psychologist (sahy-KAH-luh-jist) *noun*; a specialist in psychology—the science of the mind, the emotions, and human behavior

example: Psychologists are studying how people make decisions.

5. uncanny (uhn-KAN-ee) *adjective*; difficult to explain; remarkable

example: My best friend and I are not related, but we have an uncanny resemblance to each other.

6. _____ (_____) _____ ; _____

example: _____

DRAMA: *The Red-Headed League* • SKILL: Vocabulary Acquisition

Vocabulary Practice

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

1. A synonym for eccentric is

- (A) noticeable. (C) fun.
(B) predictable. (D) peculiar.

2. Given the definition of meditate, you can guess that which of the following is referred to as a *meditation*?

- (A) a casual conversation
(B) an essay with deep thoughts on a topic
(C) an unrequested favor done for another person
(D) a detailed painting

3. Of the following, who is most likely to use a ruse at work?

- (A) a pharmacist
(B) a judge
(C) a magician
(D) a nurse

4. A psychologist would be most likely to study which of the following?

- (A) how flu outbreaks begin
(B) why people go to scary movies
(C) physical growth patterns in children
(D) how the immune system attacks disease

5. Which of the following would a neuroscientist probably NOT study?

- (A) brain disease
(B) injuries to the spinal cord
(C) which areas of the brain control parts of the body
(D) the best foods for a healthy heart

6. Where are you most likely to find a placard?

- (A) on a lamppost
(B) in a magazine
(C) in someone's living room
(D) on the radio

Directions: In each row, cross out the word that doesn't belong.

7.	complex	detailed	strange	intricate
8.	necessary	singular	remarkable	extraordinary
9.	indispensable	extra	essential	required
10.	discover	ascertain	overlook	learn
11.	baffling	puzzling	elusive	entertaining
12.	uncanny	required	astounding	miraculous

Directions: Answer the questions below.

13. What is something you might douse? _____

14. Why is it important to have a strong immune system? _____

PAIRED TEXTS: "Imagine This Was Your School" and "Barbara Johns Reaches for the Moon" • SKILL: Text Connections

Making Connections

Directions: In this activity, you will compare the article "Imagine This Was Your School" and the poem "Barbara Johns Reaches for the Moon." Answer the questions below. Use text evidence to support your answers.

1. What is the main purpose of "Imagine This Was Your School"? What is the main purpose of "Barbara Johns Reaches for the Moon"? How do you know?

2. Both texts characterize Barbara as courageous. How do the writers each develop this idea?

3. Compare and contrast how Teri Kanefield and Irene Latham use the Barbara Johns quotation about "reaching for the moon."

4. How does reading both texts give you a better understanding of Barbara Johns than if you had read just one of the texts?

PAIRED TEXTS: "Imagine This Was Your School" and "Barbara Johns Reaches for the Moon" • SKILL: Test Prep

Barbara Johns Quiz

Directions: Read "Imagine This Was Your School" and "Barbara Johns Reaches for the Moon." Then answer the questions below.

1. Which is the best summary of the article?

- (A) A teenager from Virginia led a strike that was criticized in some local newspapers.
- (B) Many schools were segregated in the 1950s.
- (C) Peaceful protests were the hallmark of the civil rights movement.
- (D) Teenager Barbara Johns led a strike in protest of the awful conditions at her segregated school.

2. In this sentence from page 17, "By the time her stirring speech was over, many students were on Barbara's side," the word *stirring* means

- (A) disturbing.
- (B) moving.
- (C) active.
- (D) confusing.

3. "The local newspaper ridiculed the students, accusing them of looking for an excuse to skip classes and play." This quote implies that

- (A) some people did not support the strike.
- (B) Barbara's classmates were happy to miss school.
- (C) the strike would definitely fail.
- (D) the journalist interviewed Principal Jones.

4. The author most likely wrote this article to

- (A) introduce readers to a little-known hero of the civil rights movement.
- (B) convince readers that Jim Crow laws were unfair.
- (C) explain why Barbara Johns is not as famous as Rosa Parks.
- (D) describe the inferior conditions of black schools in the 1950s.

5. Which quote best supports the claim that Barbara Johns took great risks?

- (A) "What Barbara was about to say would change their lives forever."
- (B) "A racist policy called segregation had created deep inequality."
- (C) "But in the 1950s, challenging whites was dangerous."
- (D) "Yet Barbara was not afraid."

6. What other quote from the article serves the same purpose?

- (A) "A gasp rippled across the room as hundreds of students looked up at her . . ."
- (B) "After the lawsuit was filed, Barbara received a death threat."
- (C) "Underneath her reserved demeanor was enormous courage—and growing outrage."
- (D) "Today, Barbara's story is not widely told."

7. The tone of both the article and the poem is ____.

- (A) outraged
- (B) reflective
- (C) admiring
- (D) courageous

8. What is the most likely reason the poet placed the words "No/Now/Strike!" on separate lines?

- (A) to highlight how alone Barbara felt on that stage
- (B) to suggest that Barbara shouted her speech
- (C) to emphasize the main points of Barbara's speech
- (D) to show that they were Barbara's exact words

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

9. One claim you could make after reading "Imagine This Was Your School" is that a single person can have a big impact on society. Support this claim using the article.

10. Compare the portrayal of Barbara in the article with her portrayal in the poem. Is the way the two writers present Barbara similar or different? Use evidence from both texts in your response.

Close-Reading Questions

"Imagine This Was Your School"

1. What is the purpose of the first paragraph? Why do you think the author chose to start the story this way? (structure)
2. What central idea of the article is developed in "An Act of Courage"? (structure/central ideas and details)
3. Why might the editors have chosen to include the image of Elizabeth Eckford? (text feature)

Name: _____ Date: _____

PAIRED TEXTS: "Imagine This Was Your School" and "Barbara Johns Reaches for the Moon"
SKILL: Critical Thinking

Critical-Thinking Question

"Imagine This Was Your School" and "Barbara Johns Reaches for the Moon"

Besides the topic of Barbara Johns, what else do the article and the poem have in common?
How are they different?

"Imagine This Was Your School"

Words of the Civil Rights Movement

bigotry

[BIG-uh-tree]

Definition: (*noun*) A *bigot* is a person who has strong and unreasonable dislike for a certain group or groups of people, especially people of a different race, nationality, or religion. *Bigotry* is the actions or beliefs of a bigot.

boycott

[BOI-kot]

Definition: 1. (*verb*) to join with others in refusing to deal with a person, organization, or country as a way of making a protest; 2. (*noun*) the process or an instance of boycotting

civil rights

[SIV-uhl rahyts]

Definition:

civil: (*adjective*) 1. of or relating to citizens; 2. of or relating to the government or people of a country, rather than its army or religion

rights: (*noun*) things the law says people can have or do, as in *the right to vote*

When we refer to the *civil rights movement* in the United States, we generally mean the national effort made by African-Americans and their supporters in the 1950s and '60s for African-Americans to gain the rights they had been denied on the basis of their race.

desegregation

[dee-seg-rih-GEY-shuhn]

Definition: (*noun*) The elimination of segregation (see *segregation* on the next page), particularly, the use of law to end the practice of separating people of different races in schools, restaurants, and other public places. The verb form of *desegregation* is *desegregate*.

disparity

[dih-SPAR-ih-tee]

Definition: (*noun*) lack of similarity or equality; a great difference

equality

[ee-KWOL-ih-tee]

Definition: (*noun*) the quality, fact, or state of being equal

inequality

[in-ee-KWOL-ih-tee]

Definition: (*noun*) the state of being unequal

integration

[in-tih-GRAY-shun]

Definition: (*noun*) the act or process of *integrating*, or combining several things or people into one whole, or the inclusion of people of all races. The verb form of *integration* is *integrate*.

racist

[RAY-sist]

Definition: 1. (*noun*) someone who thinks that a particular race is better than any or all others or treats people unfairly or cruelly because of their race; 2. (*adjective*) of or like a racist. The belief that a certain race is naturally superior is called *racism*.

segregation

[seg-ruh-GAY-shuhn]

Definition: (*noun*) keeping groups of people within the same society apart. Segregation is often used to refer to the policy and practice of separating people of different races, though segregation can also separate people according to class, religion, gender, or other factors. The verb form of *segregation* is *segregate*.

Explain the relationship between . . .

1. . . . **bigotry** and **racism**.

Sample answer: Racism is a form of bigotry; however, bigotry describes intolerance of any group of people different from oneself—whether the people are a different age, a different gender, or a different religion, etc.—whereas racism describes intolerance only of a group of people of a different race.

2. . . . **segregation** and **desegregation**.

3. . . . **disparity**, **inequality**, and **equality**.

4. . . . **integration** and **desegregation**.

5. . . . a **boycott** and **inequality**.

6. . . . **civil rights** and _____ (choose your own).

Vocab Quiz

Choose the best answer to each question.

1. **segregation : desegregation :: equality : _____.**

- (A) inequality (C) civil rights
(B) integration (D) bigotry

2. **A railroad track runs through the town of Carlton. On the north side of the tracks, people live in beautiful mansions and drive fancy cars. On the south side of the tracks, people live in run-down homes and apartments, and many people can't afford to own a car.**

Based on the above, which of the following is accurate?

- (A) There is racism in the neighborhood north of the tracks.
(B) There is equality between the two neighborhoods.
(C) There was a boycott in the neighborhood south of the tracks.
(D) There is a disparity between the two neighborhoods.

3. **At the Feldmans' party, one of the guests made a rude comment about Chinese people. Hearing him, Mrs. Feldman said, "We do not tolerate that kind of _____ in our home."**

Which word best fits in the blank?

- (A) segregation (C) boycott
(B) bigotry (D) disparity

4. **The newspaper published a story revealing that a restaurant called Sharon's Place treats its employees unfairly, requiring them to work extremely long hours for little pay and verbally abusing them. After reading the article, a group of protesters stood on the sidewalk in front of the restaurant, holding signs urging the public not to go to the restaurant.**

Which of the following most likely appeared on the protesters' signs?

- (A) "Integrate Sharon's Place!"
(B) "Boycott Sharon's Place!"
(C) "Desegregate Sharon's Place!"
(D) "Segregate Sharon's Place!"

5. **Shane works for an organization that helps immigrants become active members of their new communities.**

Which of the following is most likely the name of the organization Shane works for?

- (A) the Institute for Immigrant Integration
(B) the Immigrant Desegregation League
(C) the Immigrant Disparity Group
(D) Boycott Services for Immigrants

POETRY: "Barbara Johns Reaches for the Moon" • SKILL: Text Analysis

Analyzing Poetry

Directions: Read "Imagine This Was Your School" and the poem "Barbara Johns Reaches for the Moon" in the February 2014 issue of *Scope*. Then answer the questions on the next two pages.

Barbara Johns Reaches for the Moon

She steps onto the stage,
2 makes a bold declaration,

4 *No*
 Now
 Strike!

6 Without hesitation,
she illuminates the situation—

8 separate but not equal:
cracked toilets, smoke inhalation,

10 tar-paper shacks packed
with the student population.

12 Despite danger, despite trepidation,
she clings to the dream with determination,

14 joins the fight for integration.
Together they march

16 like constellations
across a midnight sky,

18 their combined shine
inspiration for a changing nation.

—By Irene Latham

Directions: Follow the directions and answer the questions in the boxes below. You don't need to write in complete sentences; just jot down your ideas.

1

Who is "she" (first mentioned in line 1)?
How do you know?

2

Lines 1 and 2 say that "She steps onto the stage,/makes a bold declaration." **Underline the lines in the poem that contain her declaration.**

How is the "declaration" formatted differently than the rest of the poem?
What is the effect of this formatting?

3

What event in Barbara Johns's life do lines 1-2 refer to? (Use the article "Imagine This Was Your School" to help you answer.) In your own words, what is the declaration referred to in line 2?

4

How does the poet portray Barbara Johns? Which words and phrases from the poem reveal Barbara's personality?

5

Circle the words in the poem that have the same ending sound.

What is the effect of having a series of words with the same ending sound?
How does it affect the way you read the poem?

6

Find and underline the simile in the poem.

Why do you think the poet chose this simile? How does it relate to the poem's title?

7

Consider lines 18-19: "their combined shine/inspiration for a changing nation."
What does the poet mean by "their combined shine"? Put this idea into your own words.

Write an Argument Essay

Directions: Read "Should School Start Later?" on pages 20-21 of the February 2014 issue of *Scope*. Fill in the chart on page 21. Then follow the steps below to write an essay explaining your opinion on whether schools should start later.

STEP 1: DECIDE WHAT YOU THINK

Should school start later? Consider what you read in the article, as well as your own experiences. **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! Kids need their ZZZZZZs!

☐ No! Kids need to wake up.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" 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 believe schools should start later, summarize the strongest arguments of those who defend an early start time. Alternatively, if you think schools should start early, summarize the main reasons some say school should start later.

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 stated 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 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 your school's start time positively or negatively affected you.
- 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 a surprising fact that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask your readers to imagine what school would be like if it started later in the day.

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, the debate over whether the school day should begin later.

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 on whether schools should open later. 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 school start times.
(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

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



Finish with a strong final 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.

Too Much Information!

Every paragraph should have a main idea, and all the material in each paragraph should relate to that main idea. Information that does not relate to the main idea is often called *extraneous*—in other words, it is not relevant to the topic. Keep extraneous information out of your writing! **Directions:** Read the following article and cross out any sentences that don't relate to the main idea of the paragraph in which they appear. (Not every paragraph has an extraneous sentence.)

THE BEE QUEEN

You might not think that you need to know how to spell the word *stromuhr*. You might not think you need to know what that word means, or even that such a word exists at all. But don't tell that to 14-year-old Anamika Veeramani. The word *stromuhr* made this Ohio girl a star.

In 2010, Anamika won the 83rd annual Scripps National Spelling Bee. She survived 10 grueling rounds, successfully spelling such impossibly exotic words as *nahcolite*, *epiphysis*, *mirin*, and *juvia*. There was a three-way tie for second place. Anamika beat out 272 other spelling whizzes to win the grand prize of a trophy and \$40,000.

As a little girl, Anamika rose to the challenge of science, math, and other academic competitions, but her true love was language. She came alive during spelling and vocabulary contests and was a voracious reader. In 2004, at age 7, she started competing at the national level. The 2010 competition's youngest participant, at 8 years old, was Vanya Shivashankar.

"I was horrible the first few years," Anamika says. Still, her mom encouraged her to keep at it. Anamika also plays golf and performs traditional Indian dance. When Anamika missed only one spelling word during her entire fourth-grade year, her teacher, Janice Hearst, took note and started coaching her. To prepare for the competition in 2010, Anamika read a lot—Harry Potter books are her favorites—and studied two to three hours each weekday and up to eight hours on weekends. "It is all about being exposed to as many words as possible," she says.

Anamika has received a flurry of attention since becoming the champion. Limousines drive her to television interviews. The U.S. House of Representatives passed a measure to congratulate her. "It is so big and heavy, it's hard to lift up," she says of her winning trophy. She even missed her eighth-grade graduation when she was invited to appear on the TV show *Live with Regis and Kelly*.

After years of competitions, Anamika is now able to relax for a moment and focus on other interests. Her parents have promised her a cell phone for winning. She'd like to use her free time to write books. "I know a picture is worth a thousand words," Anamika says, "but in my opinion, I like reading books. . . . You can really imagine the characters or the setting to be however you want it to be. So I think words are awesome."

THE LAZY EDITOR: "What's Up, Dude?" • SKILL: Dangling Modifiers

Managing Your Modifiers

A *modifier* is a word or group of words that modifies, or describes, another word or group of words in a sentence. A *dangling modifier* describes something not clearly stated in the sentence. For example:

Incorrect: Having finished the essay, the movie was turned on.

The way this sentence is written makes it sound as if the movie finished the essay. "Having finished the essay" is supposed to modify a person, but that person is not mentioned.

Correct: Having finished the essay, Rebecca turned on the movie.

Directions: Read each incorrect sentence below. First, underline the dangling modifier in the sentence. Then rewrite the sentence so that it is correct. You may need to add words or commas. We did the first one for you.

1. Not having studied, the exam was extremely difficult.

Correct: Cameron, not having studied, found the exam to be extremely difficult.

2. Distracted while on the phone last night, the cookies burnt in the oven.

Correct: _____

3. Chore day was completely unbearable, having stayed up late playing Xbox.

Correct: _____

4. Packing for my vacation, my dog Bruno watched sadly the whole time.

Correct: _____

5. After reading *Divergent*, the movie version is going to be awesome!

Correct: _____

6. Totally exhausted, the trail down the mountain was grueling.

Correct: _____

THE LAZY EDITOR: "What's Up, Dude?" • 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 adult humans?

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 sneakers.

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 for 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.

THE LAZY EDITOR: "What's Up, Dude?" • SKILL: Ambiguous Pronouns

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.

Comma Sense

Good writers commonly use commas. Here are a few rules to help you use commas correctly:

1. **Use a comma before a conjunction (*for, and, nor, but, or, yet, so*) to join two independent clauses.**

Example: I wanted to buy the game, but I forgot to bring my gift card.

2. **Use a comma after an introductory element.**

Example: When I hit the home run, I felt a great sense of accomplishment.

3. **Use commas to separate items in a series of three or more things.**

Example: I brought my favorite snacks to the party: chocolate chip cookies, popcorn, and raisins.

4. **Use a pair of commas in the middle of a sentence to set off words or phrases that are not essential elements of the sentence.**

Example: The flute, which is my favorite instrument, has the most harmonious sound.

5. **Use a comma to separate a person, place, or thing that is being spoken to directly from the rest of the sentence.**

Example: I'm not sure, Jeff, what you meant by that. Lisa, did you understand what Jeff meant?

Directions: Add the missing commas to the sentences below.

1. Pasco our tour guide helped the group to better understand the plants in the rainforest.

NOTE: Add commas to show that Pasco was the tour guide—not to show that Pasco is being spoken to.

2. After I spend a week in England I am going to travel to Scotland for two weeks.
3. I could hardly wait to get to the park which is about an hour away and start riding roller coasters!
4. Before hiking the trail I needed to get the proper shoes an appropriate hat and a cold bottle of water.

Directions: Read each pair of sentences below. Place an **X** in front of the one in which the commas are used correctly.

5. ____ a. On vacation, Sam and I dove into 12-foot waves, rode scooters through town, and ate gallons of chocolate ice cream.
____ b. On vacation Sam, and I dove into 12-foot waves, rode scooters, through town, and ate gallons of chocolate ice cream.
6. ____ a. Nora took Jacks, her 9-month-old puppy, for a run on the beach.
____ b. Nora, took Jacks, her 9-month-old puppy, for a run on the beach.
7. ____ a. I'll see you next week, Grandma.
____ b. I'll see you, next week Grandma.

Directions: Write one sentence as an example for each comma rule below. Refer to the rules and example sentences at the beginning of this activity to help you.

8. Rule: Place a comma before a conjunction to join two independent clauses.

9. Rule: Use a comma after an introductory element.

10. Rule: Use commas to separate items in a series of three or more things.

11. Rule: Use a pair of commas in the middle of a sentence to set off words or phrases that are not essential elements of the sentence.

12. Rule: Use a comma to separate a person, place, or thing that is being spoken to directly from the rest of the sentence.

ACTIVITY: "Grammar Goes for the Gold" • SKILL: Commonly Confused Words

Less vs. Fewer

The words **less** and **fewer** are often confused and misused. Figuring out which one to use is frequently as easy as determining whether it's possible to count the people, places, or things to which you are referring.

Use **less** to refer to a quantity of something that you CANNOT count.

Example:

*Christa hopes there will be **less** snow this winter.*

Less is also used with words about TIME, MONEY, and DISTANCE.

Example: *They had **less** than five hours to drive the 270 miles from Las Vegas to Los Angeles.*

Use **fewer** to refer to things that you CAN count.

Example:

*Gregory was disappointed that his team won **fewer** basketball games this season than last season.*

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

1. Rhonda brings home **less/fewer** homework than Rico because she gets a lot of it done during school.
2. **Less/Fewer** people are in line for this movie than I expected.
3. Lisa was certain that the distance between Niagara Falls and Buffalo was **less/fewer** than her GPS claimed.
4. Dieter can swim across the lake in **less/fewer** than seven minutes! He's such a stud.
5. **Less/Fewer** students were at the assembly than usual. A nasty stomach virus kept many kids at home.
6. According to a recent study, kids buy **less/fewer** sugary drinks if they see nutritional warnings.
7. Martina's lunch cost **less/fewer** than ten dollars.
8. Robert was overjoyed that clown camp cost **less/fewer** money than he had anticipated.
9. It would have taken **less/fewer** time to set up the party if we had been more organized.
10. Angel was thrilled that he had **less/fewer** cavities than last year.
11. I'll be surprised if I can finish this essay in **less/fewer** than three hours.

Directions: Write your own sentence using **less** or **fewer**.

12. _____

Core Skill Activity: Making Inferences

Making an inference means using clues from the text to reach a conclusion. **Directions:** Read *The Red-Headed League: A Sherlock Holmes Adventure* in the February 2014 issue of *Scope*, then make inferences to answer the questions below. We answered the first question for you.

1. How does Mr. Wilson feel about the job he was given by the Red-Headed League?

He likes the easy money and is eager to have the job back. He also seems to feel entitled to this job.

Explain how you know. Mr. Wilson says, "I earned more money for each day of copying than my shop earns in a week." He has become used to making this money and wants to find Duncan Ross because, says Wilson, "He promised me a job for life!"

2. On Victoria Spaulding's first day working in Mr. Wilson's shop, what is her main goal?

Explain how you know.

3. In Scene 1, Wilson describes a large group of redheads applying for positions with the Red-Headed League. What can you infer happens—did any of them get a job?

Explain how you know.

4. In Scene 2, when Holmes and Watson enter Mr. Wilson's shop, Miss Spaulding comes running up from the basement. Having read the end of the play, what can you infer she was doing in the basement? _____

Explain how you know. _____

5. From the end of Scene 2, what can you infer about the relationship between Holmes and Watson?

Explain how you know. _____

6. In Scene 4, Mr. Merryweather says, "This had better be good. Inspector Jones here dragged me away from a steak dinner." What does this tell you about Mr. Merryweather?

Explain how you know. _____

Core Skill Review and Activity: Making Inferences

Writers don't always come right out and tell you what they mean. Often, you have to **INFER**, or draw a conclusion, based on clues in the text. This is sometimes called "reading between the lines."

Example 1: Max looks longingly at Rosie's sweet potato fries and asks, "Are you going to finish those?"

Even though Max doesn't come right out and say it, you can *make an inference* that Max is hungry and wants to eat Rosie's fries.

Example 2: Kai and Jayden stood on the corner looking at their wrinkled map. Kai pointed at a sign across the street. "Does that say *museum*?" he asked. "I don't know," Jayden muttered. "I wish I'd paid more attention in French class."

Without expressly stating it, the writer gives clues that Kai and Jayden are lost in a French-speaking city.

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

1. Lena rummaged through her purse and pulled out her wallet, hair brush, pack of gum, lip balm, headphones, and glitter pens. She found everything except the one thing she needed. Frustrated, she sat down on her front porch and waited for her brother to come home.

You can guess that Lena

- (A) prefers a different kind of gum.
- (B) needs a new purse.
- (C) lost her keys.
- (D) is mad that her brother is late.

2. Emilio dashed through the front door, threw his backpack down, and ran to the stack of mail on the counter. His hands trembled as he held up a thin white envelope. "Mom! It's here!" Emilio shouted as he tore it open.

You can infer that

- (A) Emilio gets interesting letters every day.
- (B) Emilio already knows what this letter says.
- (C) Emilio doesn't want his mom to read the letter.
- (D) Emilio is nervous and excited about this letter.

3. "This will only hurt for a second," Dr. Nourmand said while preparing the needle. Eva squeezed her eyes shut and gripped her paper gown. What conclusion can you draw?

- (A) Eva has measles.
- (B) Eva has never been to the doctor before.
- (C) Eva is scared of getting shots.
- (D) Eva doesn't like Dr. Nourmand.

4. Ashley had just finished hanging the decorations when we heard a car pull into the driveway. "They're here!" she exclaimed, dimming the lights and motioning for us to hide behind the sofa. The twins giggled as the front door began to open. Ashley glared at them and whispered, "Shhhh! Don't ruin it!"

What can you infer?

- (A) Ashley spent a lot of time on the decorations.
- (B) Ashley has planned a surprise party.
- (C) Ashley didn't want to invite the twins.
- (D) Ashley has broken into someone's house.

PAIRED TEXTS: "Could You Be the Next Sherlock?" • CORE SKILL: Finding and Using Text Evidence

Core Skill Activity: Text Evidence

Directions: Read "Could You Be the Next Sherlock?" on page 14 of the February 2014 issue of *Scope*, then answer the questions below.

1. Below is a claim about "Could You Be the Next Sherlock?" It is followed by three possible pieces of supporting evidence. Choose the piece of evidence that BEST supports the claim. Then complete the sentence to explain why the evidence you chose supports the claim.

Claim:

According to Kristin Lewis, mindfulness has mental, physical, and emotional benefits.

Possible evidence 1: "In psychology, mindfulness is defined as being alert and aware in the present moment, free from distractions."

Possible evidence 2: "There is also evidence that mindfulness is something we can practice and get better at."

Possible evidence 3: "Studies have shown that being mindful can boost our immune systems, make us feel calmer, and improve our concentration and problem-solving skills."

I chose evidence number _____ because _____

2. Below is another claim about "Could You Be the Next Sherlock?" Find three pieces of evidence that support it.

Claim:

Kristin Lewis wrote "Could You Be the Next Sherlock?" to persuade readers to practice mindfulness.

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

Core Skill Review: Text Evidence

If you are writing about something you have read, you need to use supporting evidence to back up whatever point you are making. Most of your supporting evidence will be details from the text you are writing about, which you can quote directly or paraphrase (see below). Supporting evidence that comes from the text you are writing about is sometimes called “text evidence” or “supporting details.”

Direct quotation: A copy of the exact words an author or speaker uses. If you are writing an essay about a book that you read, for example, and you copy into your essay a phrase or sentence from the book, that is a direct quotation. Quotation marks must always surround a direct quotation to indicate to the reader that it is a direct quotation.

Example of a direct quotation: Kristin Lewis writes, “Research has shown that even a few minutes of mindfulness practice a day can benefit you.”

Paraphrase: To paraphrase is to put something written or spoken by someone else into your own words. (The word *paraphrase* can be used as a verb meaning “to reword,” or as a noun to refer to text that has been paraphrased.) A paraphrase is *not* surrounded by quotation marks. Just as with a direct quotation, though, you must make clear whose idea you are repeating in your writing.

Example of a paraphrase: Kristin Lewis explains that you don’t need to spend a lot of time practicing mindfulness to benefit from it.

NONFICTION: "Saving the Great White Monster" • CORE SKILL: Tone and Mood

Core Skill Activity: Tone and Mood

Directions: Read "Saving the Great White Monster" in the February 2014 issue of *Scope*, then fill in the requested information and answer the questions below.

SECTION 1: TONE

In this section, you will analyze the author's attitude toward sharks.

1. In the box below, list words and phrases the author uses to describe sharks. Include the page numbers on which they appear. We listed two for you.

Words and phrases the author uses to describe sharks	
"among the most feared animals in the world" (p. 5)	"highly intelligent" (p. 6)

Based on your list, how would you describe the author's attitude toward sharks?

2. Consider the following quote from the article: "Worldwide, sharks like you are being ruthlessly hunted and brutally slaughtered." (p. 6)

Note the words *ruthlessly*, *brutally*, and *slaughtered* in this sentence. How do these words affect the tone? What do the words reveal about the author's attitude?

3. Consider this paragraph from page 8:

It is true that an average of 80 people are bitten by sharks each year, and that each incident is horrifying. But given the number of people who swim and surf in the ocean, these incidents are extremely rare. A beachgoer is 15 times more likely to be killed by a falling coconut than by a shark.

What do the details the author includes in this paragraph reveal about her attitude toward sharks? How does the *way* the author presents the information in this paragraph reveal her attitude toward sharks? Explain your answer.

4. At various points throughout the article, the author switches from third-person point of view to second-person point of view and addresses the reader as though the reader were a shark. For example: **"But for now, danger still lurks for you and other sharks. Stay away from fishing boats, with their terrible nets and thousand-hook fishing lines."** (p. 8)

What is the effect of these second-person sections? How do they affect the tone of the article? Explain your answer.

5. Circle the word in the following list that you think BEST describes the tone of the last paragraph of the article:

angry cheerful depressed proud surprised humorous
pessimistic optimistic tragic victorious

Explain your choice. Which words or details did the author use to create that tone?

SECTION 2: MOOD

In this section, you will analyze the mood of certain sections of the article.

6. Reread the first three paragraphs of the article, ending with the sentence "And then—*chomp!*" (p. 5). What is the mood of this opening section of the article? Explain using details from the text to support your answer.

7. Reread the second half of the first section of the article, beginning on page 6 with the sentence "For millions of years, sharks like you have thrived, with nothing to fear" and ending at "The creature killing the sharks is the human being." What is the mood of this section? Explain using details from the text to support your answer.

8. Reread the last paragraph of the article, on page 8. What is the mood of this section? Explain using details from the text to support your answer.

Core Skill Review: Tone and Mood

Tone:

The author's attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *critical*. Tone is conveyed through the author's word choices and the details that he or she includes. A text may have more than one tone.

Mood:

The feeling the reader gets from a work of literature. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a text, it too has an atmosphere that can make you feel a certain way. For example, the mood could be calm, creepy, romantic, sad, or tense. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.

Core Skill Activity: Summarizing

An objective summary is a short statement or paragraph that tells what an article is about. An objective summary does not include irrelevant details or the opinions of the person writing it.

Directions: Below is a sample of an objective summary of "Should School Start Later?" from the February 2014 issue of *Scope*. It contains some information that it shouldn't. Cross out the unnecessary sentences and phrases.

Summary of "Should School Start Later?"

According to a recent study, 70 percent of teens in America are not getting enough sleep. They arrive at school exhausted, which makes it difficult for them to focus and learn. Have you ever tried taking an algebra test when you can barely keep your eyes open? Not fun. Teens who are tired are also at risk for depression, anxiety and obesity. One solution is to start school later so teenagers can get more sleep. I think 8:30 or 9 a.m. would be good. Some schools that have tried this have had promising results: higher test scores, happier, healthier students, and less tardiness. But starting later is not convenient for everyone. Working parents may have problems with a new school schedule. Sports teams may not have enough practice time in the afternoon. My soccer practice is from 4-6 on Tuesdays and Thursdays, for example. And some people argue that if school starts later, teens will just stay up later. There probably isn't one solution that will work for everyone, but one thing is certain: Teenagers need more rest. I'm going to take a nap now!

INFORMATIONAL TEXT: "Imagine This Was Your School" • CORE SKILL: Central Ideas and Details

Core Skill Activity: Central Ideas and Details

Directions: Read "Imagine This Was Your School" in the February 2014 issue of *Scope*. Then answer the questions below.

1. Below is a central idea of "Imagine This Was Your School." Find three pieces of text evidence that support it. Write the page number each one comes from.

Central idea:

Barbara Johns took a great risk by organizing a protest for better school conditions.

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

2. Below are three pieces of text evidence. Write a central idea that this evidence supports.

Central idea:

Evidence 1: "The classroom ceilings were so leaky that students sat at their desks with umbrellas to keep water from making the ink on their papers run." (p. 16)

Evidence 2: "Some classes were held in a dilapidated bus in the parking lot." (p. 16)

Evidence 3: "Meanwhile, across town, white kids attended Farmville High, which had a real cafeteria, a fully equipped auditorium, spacious classrooms, locker rooms, and modern heating." (p. 16)

Core Skill Review: Central Ideas

What is a central idea?

A central idea is a main point that the author is making (also called a main idea or a key idea). In other words, it's what the article is mostly about—similar to an objective summary but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrased (put in your own words). Be sure to look at titles, subheads, and the first and last sentences of each section when you search for central ideas.