

NONFICTION: "Dying to Be Strong" • SKILL: Cause and Effect, page 1 of 4

Exploring Causes and Effects

Fill in the information requested below after you read "Dying to Be Strong."

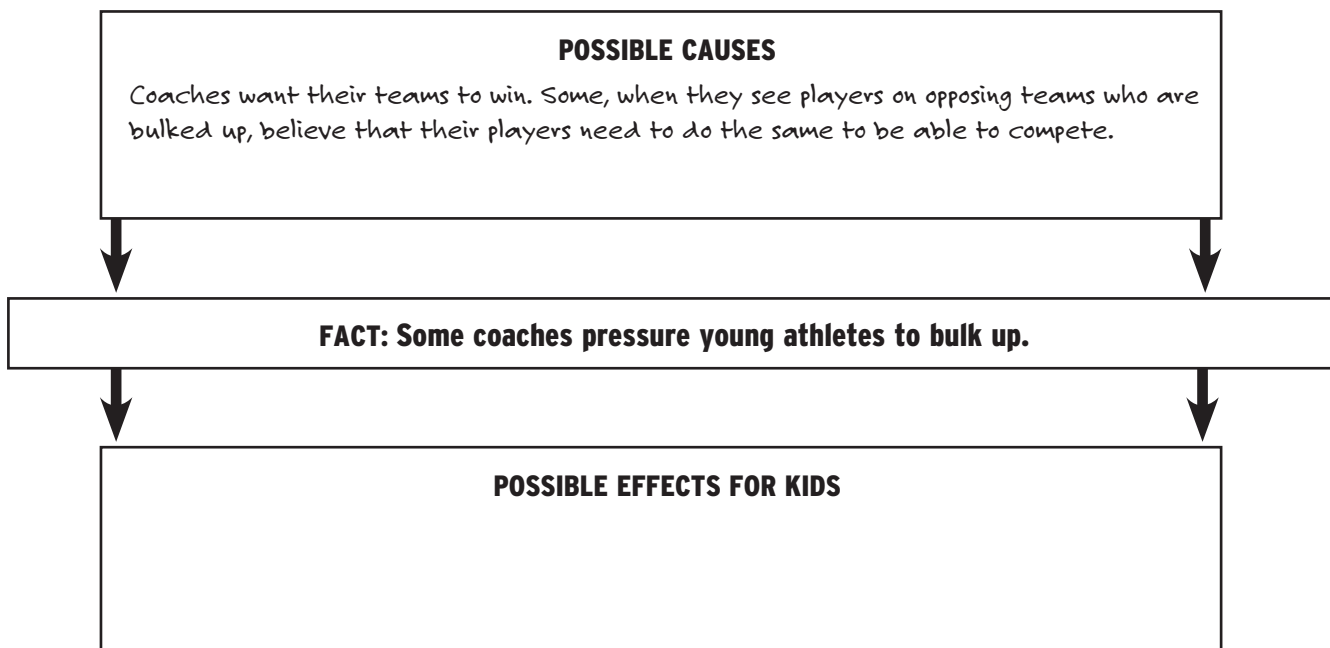
Section 1

Directions: Complete the chart below. We filled in one piece of information for you.

SIDE EFFECTS OF ANABOLIC STEROIDS FOR KIDS	
PHYSICAL <i>acne on face, back, chest</i>	MENTAL/EMOTIONAL

Section 2

Directions: Read each fact. Then write down what you think its causes and effects might be. Some causes and effects are stated in the article, but others you will need to infer. We filled in some ideas for you.



POSSIBLE CAUSES

FACT: Many celebrities have super-muscular bodies.

POSSIBLE EFFECTS FOR KIDS

Many kids admire celebrities. When they see celebrities with big muscles, some of these kids think that they too must have big muscles to be attractive and successful. They may take steroids or develop a negative self-image.

POSSIBLE CAUSES

FACT: Some professional and Olympic athletes use steroids.

POSSIBLE EFFECTS FOR THE ATHLETES

POSSIBLE EFFECTS FOR KIDS

POSSIBLE CAUSES



FACT: Many teens are unaware of how steroids affect their bodies.



POSSIBLE EFFECTS FOR KIDS

Directions: For the last set of boxes, write another fact about steroid use from the article. Then fill in what you think could be its causes and its effects.

POSSIBLE CAUSES



FACT:



POSSIBLE EFFECTS FOR KIDS

Section 3

In Section 1, you identified the possible side effects of steroids. These side effects are reason enough to never take steroids. But what are some other reasons why the decision to use steroids is foolish?

Directions: In the column on the left, list reasons young people use steroids. Use what you wrote in Section 2 to help you. Next to each reason, explain why it is not, in fact, a good reason to take steroids—something beyond the negative side effects of steroids. (Think about what else you could say to a friend who told you he was thinking of using steroids for the reasons you listed.) We filled in the first row for you.

REASON KIDS USE STEROIDS	WHAT'S WRONG WITH THAT REASON
Their coach pressures them to bulk up.	Sports should be fun and healthy; there's something wrong with a coach who puts winning above the health of the players; how big your muscles can get has to do with genetics, so if you are exercising and in good shape, your muscles are as big as they need to be.

NONFICTION: "Dying to Be Strong" • SKILL: Cause and Effect, page 1 of 4

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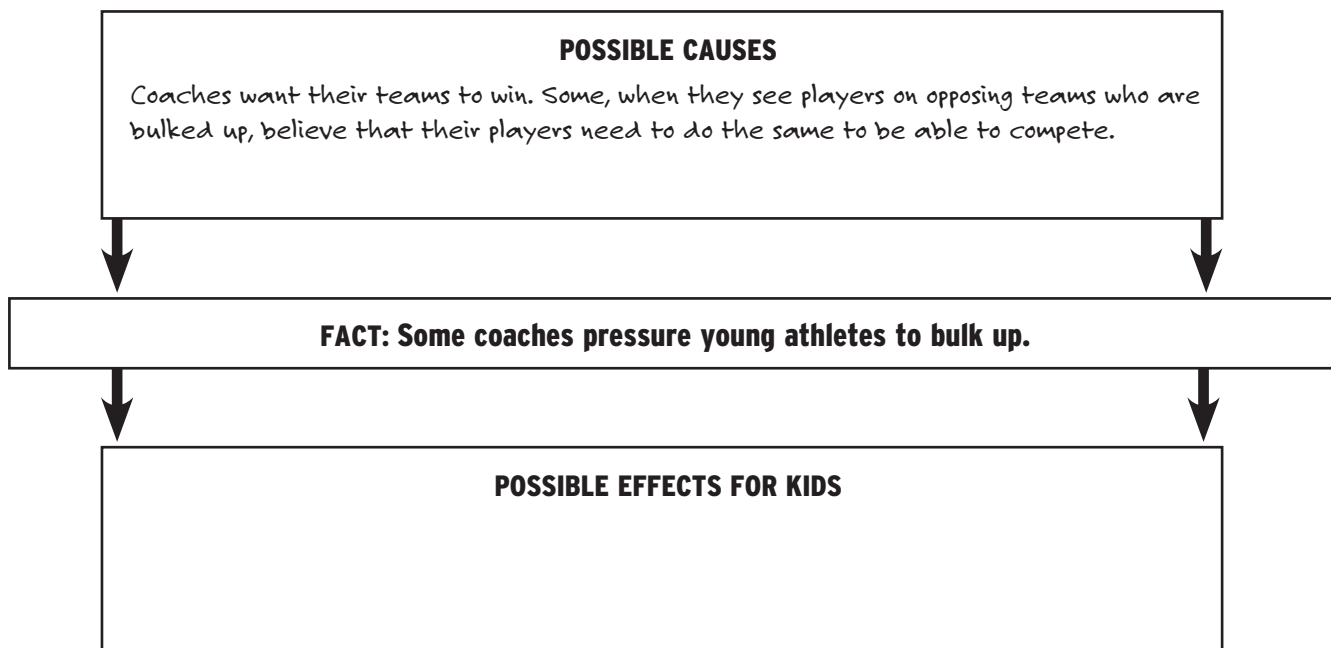
Section 1

Directions: Complete the chart below. We filled in two pieces of information for you.

SIDE EFFECTS OF ANABOLIC STEROIDS FOR KIDS	
PHYSICAL <i>acne on face, back, chest</i>	MENTAL/EMOTIONAL <i>sudden fits of rage</i>

Section 2

Directions: Read each fact. Then write down what you think its causes and effects might be. Some causes and effects are stated in the article, but others you will need to infer. We filled in some ideas for you.



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FACT: Many celebrities have super-muscular bodies.

POSSIBLE EFFECTS FOR KIDS

Many kids admire celebrities. When they see celebrities with big muscles, some of these kids think that they too must have big muscles to be attractive and successful. They may take steroids or develop a negative self-image.

POSSIBLE CAUSES

FACT: Some professional and Olympic athletes use steroids.

POSSIBLE EFFECTS FOR THE ATHLETES

POSSIBLE EFFECTS FOR KIDS

Adult athletes set an example for kids, so by using steroids, adult athletes are encouraging young athletes to do the same. Young athletes may feel that unless they use steroids, they will never succeed in the world of sports.

POSSIBLE CAUSES

Schools and coaches do not educate students about steroids.

FACT: Many teens are unaware of how steroids affect their bodies.

POSSIBLE EFFECTS FOR KIDS

Directions: Write one of the facts below in the center box. Then write its possible causes and effects.

Facts (choose one):

- 1. Some kids take protein powders and other nutritional supplements.
- 2. Some kids post photos of themselves online showing how much muscle they’ve built, along with messages urging other kids to bulk up.

POSSIBLE CAUSES

FACT:

POSSIBLE EFFECTS FOR KIDS

Section 3

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Close-Reading Questions

"Dying to Be Strong"

1. Reread the first full paragraph that begins on page 6. What can you infer about why doping is banned in professional sports? Why is doping illegal? (inference)
2. What evidence in the "Fits of Rage" section shows that steroid use is unhealthy? (text evidence)
3. Both "A Dangerous Quest" and "Muscle Mania" give reasons that some people take steroids. How are the reasons provided in the two sections different? (compare and contrast)
4. Reread the message posted by Maverickcrash. What does he imply about big muscles? Do you agree? Explain. (inference/analyzing)
5. What is the central idea of the "No Miracles" section? (central idea)

Words Related to Steroids

The words and phrases below are from the article "Dying to Be Strong." Read each word or phrase and its origin. Based on the origin as well as your prior knowledge, decide what you think it means. Volunteers can share their ideas with the class. Then click to read our definition.

black market

Word origins: *black* comes from the ancient root *bhel* (to shine, flash, burn); *market* comes from the Latin *mercatus* (trading, traffic)

Definition: *Black market* refers to the buying and selling of products in a way that breaks rules or laws. In other words, the black market is illegal trade.

There is not an actual, physical black market—the term does not refer to a place where you can go. Rather, it describes a *way* of buying and selling things.

Products such as illegal drugs, guns, and stolen goods are sold on the black market. Legal products are also sold on the black market. If a legal product is sold in an illegal way (for example, if the seller charges more for something than the government allows), it has been sold on the black market.

contaminant [kuhn-TAM-uh-nuhnt]

Word origins: noun form of *contaminate*, which comes from the Latin *contaminat* (made impure)

Definition: (*noun*) A substance that contaminates, or makes something impure or unfit for use by mixing it with something harmful, dirty, or unpleasant. For example, a poisonous chemical poured into a river is a contaminant.

dysmorphic [dis-MOAR-fik]

Word origins: the Greek *dys* (bad, ill, abnormal) + the Greek *morpho* (form, shape) + the Latin *ic* (of, pertaining to)

Definition: (*adjective*) badly formed or shaped; having an ugly shape

genetics [juh-NET-iks]

Word origins: from the Greek *genetikos*, which came from the Greek *genesis* (origin, ancestry)

Definition: (*noun*) *Genetics* can refer to the science of how traits are passed from parents to children. These traits include aspects of how we look (like eye color and height) and aspects of our personalities (like whether we like to take risks and how shy or outgoing we are). The traits are passed on through tiny parts of our cells called genes.

Genetics can also refer to the passing down of the traits themselves. *Example:* We asked Susan the secret to her great skin. She said it's genetics—her whole family has great skin.

performance-enhancing drugs

Word origins: performance: *perform* + *ance*; *perform* comes from the Latin *per* (through, thoroughly, entirely) + *fornir* (to provide); *ance* is a suffix added to verbs to form nouns of process, such as *attendance*, or of state or quality, such as *acceptance*

enhance: from *altare* (to make high)

Definition: *Performance* is often used to describe a musical, drama, dance, or other such show presented for an audience. It can also mean "the doing of an action," just as *perform* can simply mean "carry out" or "do." (If you got an A on your math test, you performed well on the test.) Performance-enhancing drugs are drugs that some athletes take to perform better at their sport.

protein [PROH-teen]

Word origins: from the Greek *proteios* (the first quality)

Definition: (*noun*) Proteins are molecules made from tiny building blocks called amino acids. Proteins are a part of every cell, tissue, and organ in our bodies. In fact, they are the second-most-plentiful substance in the body. (Water is the most plentiful.) Proteins are constantly being broken down and replaced. Their functions include healing wounds, fighting infection, and building muscle.

Protein is also an important part of our diets. Foods high in protein include meat, fish, eggs, nuts, seeds, legumes such as black beans and lentils, and dairy products.

regulate [REG-yuh-leyt]

Word origins: from the Latin *regula* (rule)

Definition: (*verb*) 1. to control or manage. *Example:* The government regulates the safety and labeling of food. 2. to adjust or to keep at some standard. *Example:* We need to regulate the temperature in this building. One day it's hot, the next day it's freezing!

testosterone [tess-TAHS-tuh-rohn]

Word origins: from the Latin *testis* (male reproductive gland) + the Greek *ster* (solid) + *one* (a suffix used for chemicals)

Definition: Testosterone is a type of hormone. Hormones are chemicals your body makes that tell your cells what to do. They help keep your body running smoothly. For example, hormones control when you feel hungry, when and how you sleep, and your body temperature. Hormones play an important role in growth, too. The changes that happen to the body during puberty are due to hormones.

Both girls and boys have testosterone, but boys have a lot more. During puberty, the level of testosterone in boys' bodies rises, which causes changes like growing facial hair and deepening of the voice. Testosterone also helps build muscles.

NONFICTION: "Dying to Be Strong" • SKILL: Test Prep

"Dying to Be Strong" Quiz

Directions: Read "Dying to Be Strong." Then answer the multiple-choice questions below.

- Which of the following BEST expresses a central idea of "Dying to Be Strong"?
 - Athletes who use performance-enhancing drugs should be banned from sports.
 - Celebrities are the only reason kids use steroids.
 - There is nothing new under the sun.
 - Steroid use has devastating consequences.
- In the sentence "Baseball stars like Alex Rodriguez and Ryan Braun have also been implicated in doping scandals," context clues reveal that *implicated* means
 - found guilty.
 - proven innocent.
 - linked by evidence.
 - unjustly accused.
- What can you infer from the University of Minnesota study mentioned on page 7?
 - Teen boys spend too much time lifting weights.
 - It is a priority for teen boys to be big and strong.
 - Teenagers with small muscles get no respect.
 - Young teens shouldn't exercise too much.
- What is the main purpose of the section "A Dangerous Quest"?
 - to describe how athletes in ancient Greece were publicly humiliated for cheating
 - to compare cyclists and baseball players
 - to explain why performance-enhancing drugs were banned from the Olympics
 - to show how athletes throughout history have sought ways to be the best
- The structure of the section "Fits of Rage" could best be described as
 - cause/effect.
 - compare/contrast.
 - problem/solution.
 - chronological.
- Which of the following quotes contains a metaphor?
 - "He was the kind of guy who had a friendly word for everyone." (p. 6)
 - "No matter how much they work out, some teens never feel like they're 'big enough.'" (p. 8)
 - "Doctors dismiss the idea that supplements can build muscle at a miraculous rate." (p. 8)
 - "For kids like Taylor Hooton, supplements can be a bridge to anabolic steroids." (p. 8)
- What is revealed about Taylor Hooton's father in the section "Permanent Decisions"?
 - He is still upset with Taylor's coach.
 - He wants to prevent deaths like Taylor's.
 - He volunteers as a baseball coach.
 - He became a doctor.
- The author most likely wrote this article to
 - convince you that big muscles are unhealthy.
 - inform you that protein powders don't work.
 - educate you about the problem of steroid use among kids.
 - persuade you to stop taking steroids.

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

- Do you think "Dying to Be Strong" is an appropriate title for this article? Use at least two details from the article to support your answer.
- Alex Rodriguez has been suspended from Major League Baseball until 2015 for using performance-enhancing drugs. Do you agree with this punishment? Support your answer with details from "Dying to Be Strong."

NONFICTION: "Dying to Be Strong" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Dying to Be Strong." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

1. Read the **headline** and study the image on pages 4-5. What do you think is going on in the photo? How does the headline relate to the image?

2. Consider the infographic on page 7. Write a sentence summarizing what type of information it contains.

3. Read the **subheads** throughout the article and look at any **text features** you have not yet examined. Based on your preview of the article, write one or two sentences predicting what you think the article is about.

During Reading

4. Consider this sentence from page 7: "Actors like Channing Tatum and Liam Hemsworth flaunt their muscular bare chests on magazine covers."

A. What does *flaunt* mean? (Use context clues to help you. Then check a dictionary.)

B. Why might the author have chosen *flaunt* instead of another word, such as *show* or *reveal*? What does the author's choice of *flaunt* reveal about her point of view on actors who appear bare-chested in photos?

5. Check (✓) the statement that best describes how the author organizes information in the section "No Miracles."

The author compares the opinions of several experts.

In two places, the author poses a question and then answers it.

It is organized by sequence. The author lists events in the order that they happened.

6. What is the **tone** of the section "No Miracles"? Explain.

7. Look at the infographic on page 7. Then read the claims below. For each, decide whether the claim is true or false. Explain your answer by providing **supporting evidence** that proves the claim true or false.

Claim 1: The fastest-growing group of new steroid users is teenage boys.

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

Supporting piece(s) of evidence: _____

Claim 2: A majority of people who admit to using steroids use them to improve their appearance.

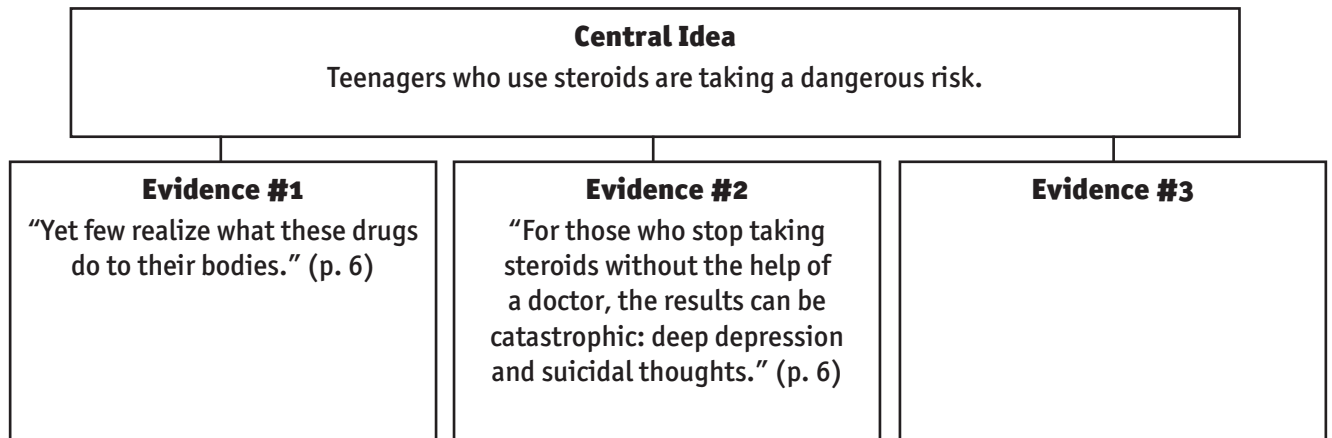
This claim is ☐ **true** ☐ **false** (check one).

Supporting piece(s) of evidence: _____

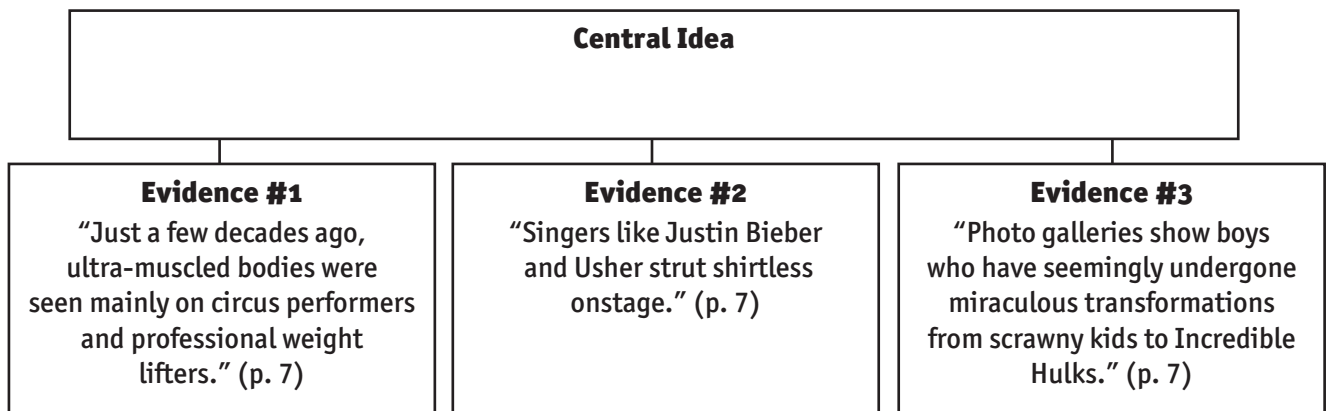
After Reading

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

9. Below is a **central idea** of "Dying to Be Strong" and two pieces of **supporting evidence**. In the space provided, write another piece of evidence that supports the central idea.



10. Below are three pieces of **supporting evidence** for another central idea of "Dying to Be Strong." In the space provided, write a **central idea** that this evidence supports.



NONFICTION: "Dying to Be Strong" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Dying to Be Strong." 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 main image on pages 4-5. Describe it.

3. What do you think the boy in that photo (the one whose back is turned to the camera) is thinking?

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

5. Consider the infographic on page 7. Which of the following **best** describes the type of information it contains? (check one)

- ☐ It lists all the reasons kids start using steroids.
- ☐ It contains information about teenage girls and steroids.
- ☐ It contains facts about steroid use by kids and teens.

6. What type of information do you think you will learn in this article?

During Reading

7. Consider this sentence from page 6: "Actors like Channing Tatum and Liam Hemsworth flaunt their muscular bare chests on magazine covers."

A. Check (☒) the box with the correct definition of *flaunt*. (Check a dictionary if you're not sure.)

to feel embarrassed about

to show off to impress others

to bravely admit

B. Why might the author have chosen *flaunt* instead of another word, such as *show* or *reveal*? What does the author's choice of *flaunt* reveal about her point of view on actors who appear bare-chested in photos?

8. The author organizes the first part of the section "No Miracles" by asking questions and then answering them. Here is the first question she asks and a summary of the answer she provides:

Question 1: "So what about those guys you see in ads for bodybuilding supplements—the ones with massive biceps, carved abs, and turkey-drumstick calves?"

Answer: Most of them are taking steroids.

What is the second question the author asks? Write it in the space provided. Then write one sentence that tells the answer she provides.

Question 2: _____

Answer: _____

9. Look at the infographic on page 7. Then read the claim below. 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: Most people who take steroids use them to improve their performance in sports.

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

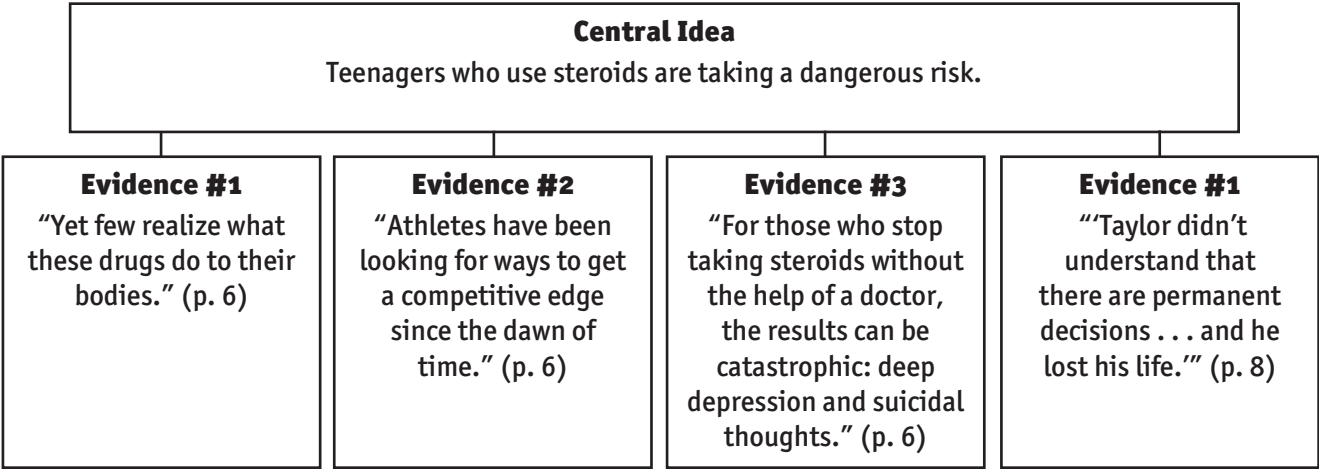
Supporting piece(s) of evidence: _____

After Reading

10. Below is a sample of an objective summary of "Dying to Be Strong." It contains some information that it shouldn't—some of the writer's opinions and details that are not necessary to tell the main ideas. Read the paragraph, then cross out any information that should not be included. We've crossed out two pieces of unnecessary information for you.

This article is about the growing use of anabolic steroids by kids and teens. ~~I thought it was pretty interesting.~~ It explains the reasons many kids begin using steroids, such as pressure from coaches, following the example of adult athletes who use them, and a desire to look like celebrities. ~~Lance Armstrong is an example of an athlete who used performance-enhancing drugs.~~ Justin Bieber is an example of a celebrity with chiseled abs. I don't know why anyone would want to imitate Justin Bieber, but whatever. The article also describes the dangerous side effects of using steroids. If you stop taking them without the help of a doctor, you might even have suicidal thoughts. As an example of what can happen, the author tells the story of 17-year-old Taylor Hooton, who experienced several side effects of steroids and eventually committed suicide. He had a 3.8 GPA and was a talented baseball player. Today, Taylor's dad travels around the country talking to kids about steroids.

11. Below is a **central idea** of "Dying to Be Strong." Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.



Document Dive

Reading historical documents can be tricky. To understand their old-fashioned ways of saying things, you need to dive in! This activity will lead you on a dive into the 1892 *Providence Journal* article below, which also appears on page 13 of the October 2013 issue of *Scope*. **Directions:** As a class or in groups, discuss the questions that appear in smaller type next to the article below. Then answer the questions on page 2 of this activity.

Where is Providence?
(Look at a map.)

From the *Providence Journal*

1892, 20 March:

How does this date compare with when Mercy Brown was dug up?

Circle two more words in the article that have similar meanings.

What does *exhumation* mean?

Listen
to this article
read aloud!
Click here.

"A truth which cannot be denied"? That is strong language! Why do you think the writer used this phrase?

What "truth" is the writer talking about?

What's another way of saying "considerable elements of"? (Look up *considerable* and *elements* if you aren't sure.)

The shocking case of exhumation in one of the border towns of this state last week is, after all, only a rather more than usually striking illustration of a truth which cannot be denied, that the amount of ignorance and superstition to be found in some corners of New England is more than surprising to one who comes into contact with it for the first time. There are considerable elements of rural population in this part of the country upon which the forces of education and civilization have made scarcely any impression.

Put "only a rather more than usually striking illustration" in your own words.

What do you think the writer means by "some corners of New England"? Do you suppose that he would include Providence among those corners?

What does *rural* mean?

In other words, the writer is calling people un_____ and un_____. (Fill in the blanks.)

Name: _____ Date: _____

PRIMARY DOCUMENT: *Providence Journal* Article • SKILL: Close Reading, page 2 of 2

Short-Answer Questions

1. What “shocking case of exhumation” is the writer referring to in the first sentence? How do you know?

2. This article was written in response to a particular event (the “shocking case of exhumation . . . last week”). However, the writer is making a general comment about a certain group of people. What group of people is he talking about, and what is he saying about them?

3. How do you think the writer is trying to make the reader feel about the rural people he refers to? Explain your answer.

4. What is the tone of the article? Use text evidence to support your answer.

Close-Reading Questions

The Dead Rising

1. How does the author create a sense of mystery and suspense in Scene 1? (author's craft)

2. In Scene 3, Rob gives the reader important information about consumption. Where else does the present-day story line shed light on the events of the past? (text structure)

3. How does the author portray the townspeople during the exhumation ritual? (author's craft)

4. What does Lena's final speech reveal about who she really is? What other clues does the author provide about her identity? (character/author's craft)

5. The play has two story lines: one in 1892 and one in the present. How do the two story lines work together?

6. What is the tone of the 1892 newspaper article? Who do you think the audience was for this piece? (tone and inference)

7. In the essay "Was George Crazy?" Kristin Lewis states that at the time of the vampire panic, people told folktales about "how fire was cleansing and disease was an evil spirit." How are these ideas reflected in the play? (connecting texts)

Critical-Thinking Questions

The Dead Rising

1. Who is more sympathetic to the people of Exeter—Kristin Lewis or the author of the 1892 newspaper article? Explain.
2. Consider the saying “desperate times call for desperate measures.” What does it mean? How does it apply to the New England vampire panics?

Vocabulary:

The Dead Rising

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

1. condolence (kuhn-DOH-luhns) *noun*; an expression of sympathy for a person who is upset, especially from the recent death of a friend or family member

example: Neighbors gathered to offer condolences to the families of those who had died in the fire.

2. crypt (kript) *noun*; an underground room, usually below the main floor of a church, used as a burial place, chapel, or secret meeting place

example: Under many of the ancient churches of Europe are crypts filled with skeletons, some of them thousands of years old.

3. decomposition (dee-kom-puh-ZISH-uhn) *noun*; the process of rotting, decaying, or breaking down into simpler parts

example: The bodies of dead plants and animals break down into tiny pieces and become part of the soil through decomposition.

4. defile (dih-FAHYL) *verb*; to make foul, dirty, or unclean; to spoil

example: Previous campers had defiled the campsite; there was trash everywhere we looked.

5. exhumation (ex-yoo-MAY-shun) *noun*; the act of digging up something buried in the earth (often a human body)

example: Illegal exhumations were common in the 1800s, when dead bodies could be sold for scientific research for high prices.

6. scalpel (SKAL-puhl) *noun*; a small, sharp knife used by surgeons

example: Scalpels are designed to make fine cuts that heal naturally and evenly.

7. scourge (skurj) 1. *noun*; a person or thing that causes great harm and suffering;

2. *verb*; to cause suffering

example 1: We are having an assembly this afternoon to discuss the scourge of bullying.

example 2: The village was scourged by hunger and disease.

8. solemnly (SOL-uhm-lee) *adverb*; done in a grave or very serious manner

example: The funeral party marched solemnly through the graveyard.

9. _____ (_____) _____ ; _____

example: _____

DRAMA: *The Dead Rising* • SKILL: Vocabulary Acquisition, page 2 of 3

Vocabulary Practice:

The Dead Rising

Directions: In each row, cross out the word that does not belong.

- | | | | | |
|----|----------|---------------|-------------|------------------|
| 1. | joyfully | exuberantly | solemnly | enthusiastically |
| 2. | decay | decomposition | breakdown | combination |
| 3. | scourge | affliction | benefit | terror |
| 4. | sympathy | disregard | well wishes | condolences |
| 5. | ruin | adjust | defile | contaminate |

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

WORD BANK

crypt	solemnly	defile	exhumation
decomposition	condolences	scalpel	scourge

6. After getting caught stealing cookies from the pantry, 6-year-old Thomas began to cry and _____ promised that he would not steal again.
7. Poverty is a(n) _____ of humanity.
8. "Please hand me the _____," Dr. Jensen said to her assistant.
9. "Whoever chose to _____ the bathroom wall with magic marker will soon find themselves in detention," Mr. Van Warren warned.
10. Archaeologists discovered an array of treasures in the _____ of an Egyptian pharaoh.
11. A(n) _____ was necessary because the body the detectives needed to inspect had been buried last week.
12. We performed an experiment with carrots to see how temperature affects the rate of _____. We found that carrots break down faster in a warm environment.
13. During his Veterans Day speech, Mayor Olsen offered his _____ to town members whose loved ones had died in the war.

DRAMA PAIRING: "Was George Crazy?" • SKILL: Vocabulary Acquisition, page 3 of 3

Vocabulary: "Was George Crazy?"

Directions: Read the following definitions and example sentences.

1. epidemic (ep-ih-DEM-ik) 1. *noun*; a widespread occurrence of a negative event, especially an infectious disease; 2. *adjective*; affecting a large number of people; widespread

example 1: The flu epidemic has now hit all 50 states.

example 2: Some argue that obesity in America has risen to epidemic proportions.

3. irrational (ih-RASH-uh-nuhl) *adjective*; not logical, sensible, or reasonable

example: Alexa can be quite irrational at times. Last Monday, for example, she wore shorts and flip-flops even though it was snowing outside.

2. lull (luhl) 1. *verb*; to make someone feel peaceful, safe, or sleepy; 2. *noun*; a short pause or break during a period of activity

example 1: Annie sang softly in an attempt to lull the baby to sleep, but he refused to stop crying.

example 2: After a brief lull in the storm, the downpour began again.

4. remnant (REM-nuhnt) *noun*; a piece or a part of something that is left over

example: Jill collects remnants of soap, then melts them together to create new bars of soap.

Practice

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

1. There seems to be an **epidemic** of forgetfulness affecting our class. Last week, _____

2. It was completely **irrational** of my brother to _____

3. There was a **lull** between presentations because _____

4. Going through boxes of old things, Hank found **remnants** of his childhood, including _____

DRAMA: *The Dead Rising* • SKILL: Reading Comprehension

The Dead Rising Quiz

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

1. Which word best describes the mood of the play?

- (A) lonely
- (B) terrifying
- (C) haunting
- (D) violent

2. Which line from the play best supports your answer to number 1?

- (A) "With a loud burst of thunder, rain begins to fall, as the three friends stand in a stunned silence above the grave of Mercy Lena Brown."
- (B) "Doctor . . . what have I done to deserve this?"
- (C) "I defiled the remains of my wife, my daughters—all for nothing."
- (D) "There is a knock on the front door. George wipes away tears and greets his guests. Edwin listens through the wall from his bedroom."

3. Which part of the play is most likely completely fictional?

- (A) the description of the cemetery
- (B) Rob's explanation of consumption
- (C) the exhumation of Mercy's body
- (D) the teens' visit to Mrs. Frankel's house

4. Why do the townspeople believe Mercy is a vampire?

- (A) They are eager for an explanation of why so many people have died.
- (B) They don't understand that consumption is a disease transmitted by germs.
- (C) They believe in folklore and legends.
- (D) all of the above

5. Which of the following questions is answered in Scene 7?

- (A) Did Edwin believe that Mercy was feasting on his body?
- (B) Why was Mercy's body well-preserved?
- (C) Who brings offerings to Mercy's grave?
- (D) How long does it take to die of consumption?

6. As used in the *Providence Journal* article on page 13, the word *striking* means

- (A) very noticeable.
- (B) quite thrilling.
- (C) completely disgusting.
- (D) extremely violent.

7. In her essay "Is George Crazy?" Kristin Lewis explains how she came to

- (A) conclude that George Brown was bullied into exhuming his wife and daughters.
- (B) believe we are smarter than our ancestors.
- (C) understand that vampire panics are silly.
- (D) feel compassion for George Brown.

8. What information is included in "Was George Crazy?" but NOT in the play?

- (A) Some people with consumption were fired from their jobs.
- (B) George Brown was willing to try almost anything to save his son.
- (C) People believed that diseases were evil spirits.
- (D) In the 1890s, there was no cure for consumption.

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

9. In Scene 8, Dr. Metcalf says to George: "Not for nothing. It was for the good of the town." What does he mean?

10. Compare what we know about tuberculosis today with what the residents of Exeter knew about it in the 1890s. How did their lack of knowledge affect their beliefs and actions? Use details from both the play and the essay in your answer.

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

Section 1: Characters

1. For the characters of George Brown, Amy, 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. GEORGE BROWN is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

She 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. Consider the **characterization** of George Brown.

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

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

3. In what ways are the 1892 characters and the 2013 characters different because they live in different time periods?

4. What clues does the author give that Lena is not like the other teens?

Section 2: Setting

5. Where (city and state) does the play take place? _____

6. In what time periods does the play take place? _____

7. On what day of the year, in what location, and at what time of day does the present-day action take place? Why do you think the author chose this setting for the present-day storyline?

8. What aspects of the earlier time period affect the events of the 1892 storyline? Consider how the story of a teen who contracts tuberculosis in Exeter in 2013 would be different from the story of Mercy Brown.

Section 3: Imagery

9. Give an example of **imagery** in the present-day scenes of the play. State which sense or senses it appeals to and what you think the author was trying to communicate or accomplish by using it.

10. Give an example of **imagery** in the **flashback** scenes of the play. State which sense or senses it appeals to and what you think the author was trying to communicate or accomplish by using it.

Section 4: Tone and Mood

11. List at least two adjectives that describe the **tone** of the play. Then explain how the author establishes that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

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

Section 5: Plot

13. When does the first **flashback** occur in the play? How does the author organize the scenes of the two storylines?

14. What is the main **conflict** in the storyline from the past? How is it resolved?

15. What is the main **conflict** in the storyline from the present? How is it resolved?

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

PAIRED TEXTS: "Surviving Hurricane Sandy" and "After the Disaster" • SKILL: Key Ideas and Details

Learning From Disasters

Directions: In this issue's paired texts, you learned about the devastation from Hurricane Sandy and met a girl who helped her hometown of Rockaway, New York, rebound. You also read about how different regions have rebuilt after natural disasters. Use this chart to take notes about how various people react to natural disasters. (If you watched the video "Rebuilding Hope," take notes on that as well.)

	"Surviving Hurricane Sandy"	"After the Disaster"	"Rebuilding Hope" (optional)
What are the effects of a massive storm?			
How did people respond to the damage caused by the storms?			
What are the challenges of rebuilding?			
How can a disaster help a community become stronger?			

Video-Discussion Questions

"After Hurricane Sandy: Rebuilding Hope"

1. Consider the images in the video. Which did you find especially powerful? How do they—and the music—affect your response to Ariel's story?
2. What made Ariel decide to help her community? What is her message to people who experience life-changing events like Hurricane Sandy?
3. Based on the video and the article "Surviving Hurricane Sandy," what is a "silver lining"?
4. The article is a third-person account of Ariel's story, and the video is a first-person account from Ariel. How do the different points of view affect your understanding of her story?
5. What are some details in the video that you did not learn from the article?
6. Compare the tones of the video and the article. How does each convey its tone?

Close-Reading Questions

"Surviving Hurricane Sandy"

1. How does the map on page 16 help you understand why the Rockaway Peninsula was so vulnerable in the hurricane? (text features)
2. Reread the final section of the story on page 17. What is a "silver lining"? What silver linings have survivors of Hurricane Sandy been able to find? (inference)
3. Author Lauren Tarshis describes the devastation in Rockaway, but suggests the area is recovering. What evidence does she offer that life in Rockaway is improving? (text evidence)

Critical-Thinking Question

"Surviving Hurricane Sandy"

Ariel started a Facebook page called Survivors Silver Lining. How could you use social media to address a problem in your hometown?

Critical-Thinking Question

"After the Disaster"

Imagine your town was hit by a flood and you are in charge of rebuilding. What are important factors to consider and why?

Vocabulary:

"Surviving Hurricane Sandy" and "After the Disaster"

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

1. drainage-pump station (DRAY-nij puhmp STAY-shun) *noun*; a building that houses machines designed to move water from one place to another to prevent flood damage

example: The new drainage-pump stations will protect the neighborhoods in low-lying areas.

2. ecosystem (EE-koh-siss-tuhm) *noun*; a community of plants and animals along with their environment

example: Bats are an important part of a forest ecosystem. They help plants by carrying seeds, and they eat bugs that harm other animals.

3. implication (im-pluh-KAY-shun) *noun*; 1. a possible effect or consequence; 2. something suggested but not actually stated

example 1: Lillian worried about the implications of joining the swim team: getting up early for practice and having less time to hang out with her friends.

example 2: Harold was upset by Julie's implication that he was selfish.

4. irreparably (ih-REP-er-uhb-lee) *adverb*; in a way that is not able to be repaired

example: We tried to fix your phone, but it is irreparably damaged. You'll have to get a new one.

5. levee (LEV-ee) *noun*; a bank built up near a river to prevent flooding

example: The town was relieved that the levee had held back the water from yesterday's storm.

6. wetland (WET-land) *noun*; land that is covered or soaked with water, such as a marsh, swamp, or bog

example: A swamp is a wetland with many plants and trees.

7. _____ (_____) _____ ; _____

example: _____

8. _____ (_____) _____ ; _____

example: _____

PAIRED TEXTS: "Hurricane Sandy" and "After the Disaster" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Surviving Hurricane Sandy" and "After the Disaster"

Directions: Complete the sentences using a form of the vocabulary words listed in the Word Bank. You will use all words at least once and some twice.

WORD BANK

drainage-pump station
ecosystem

implication
irreparably

levee
wetland

1. Though he didn't come out and say it, Mr. Bell's _____ was that he did not approve of the judges' decision.
2. It is important that _____ have just the right amount of water. Too much or too little could harm the animals and plants there.
3. Sam never imagined the long-term _____ of asking Jessie for help that day.
4. When Gillian discovered Andrew's lie, their friendship was _____ damaged.
5. The new system of _____ will keep riverwater from flowing into town when it rains.
6. The plants that are part of a desert _____ can store water for long periods of time.
7. The world's largest _____, in New Orleans, could fill an Olympic-size pool in less than five seconds.
8. Tropical rainforests, coral reefs, ponds, and swamps are examples of _____.

Directions: Choose two of the vocabulary words on page 1 of this activity. Write an example sentence for each.

9. _____

10. _____

PAIRED TEXTS: “Surviving Hurricane Sandy” and “After the Disaster” • SKILL: Test Prep

Disasters Quiz

Directions: Read “Surviving Hurricane Sandy” and “After the Disaster.” Then answer the questions below.

1. All of the following quotes from “Surviving Hurricane Sandy” support the idea that Sandy was a terrible storm EXCEPT
 - (A) “millions lost power for days.”
 - (B) “at least 159 people were killed.”
 - (C) “Ariel can see the ocean from her house.”
 - (D) “thousands of homes were damaged.”
2. Ariel started Survivors Silver Lining to
 - (A) prove her mother wrong.
 - (B) help kids get better toys.
 - (C) match Sandy survivors with donors.
 - (D) get invited to the White House.
3. The author states that “special precautions, such as elevated foundations, will help protect new structures from flooding.” In this quote, the word **precautions** most closely means
 - (A) promises that everything will be fine.
 - (B) decorations.
 - (C) actions taken to prevent something bad from happening.
 - (D) actions taken to recover after something bad happens.
4. Which of the following best states the central idea of “After the Disaster”?
 - (A) New Orleans recovered from Hurricane Katrina.
 - (B) Human beings are resilient.
 - (C) Many scientists believe the climate is changing.
 - (D) We should consider more carefully when and how to rebuild after a disaster.
5. Which quote best supports your answer to No. 4?
 - (A) “The United States has a number of extremely disaster-prone areas.”
 - (B) “. . . it’s time to take a close look at where and how we rebuild.”
 - (C) “Money isn’t the only issue, of course.”
 - (D) “Can California—the most earthquake-prone part of the United States—take a cue?”
6. “After the Disaster” suggests all the following precautions EXCEPT
 - (A) using natural defenses like wetlands.
 - (B) installing shock absorbers and sliding walls.
 - (C) setting wildfires on purpose.
 - (D) elevating homes.
7. How are the two articles similar to each other?
 - (A) Both offer ways to prevent disasters.
 - (B) Both tell the story of how a disaster affected one particular person.
 - (C) Both explore how communities can recover from disasters.
 - (D) Both explain the science of disasters.
8. Based on information in both texts, which statement is definitely true?
 - (A) We should always rebuild as quickly as possible after a disaster.
 - (B) Scientists disagree about climate change.
 - (C) Rebuilding after a disaster takes time and effort.
 - (D) The history of disasters is largely unknown.

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

9. Ariel’s mother said you can’t control what happens, but you can “choose how you want to deal with it.” Do you think this was useful advice for Ariel? Explain using details from the text.
10. Why does the author of “After the Disaster” believe we need to rethink how we rebuild after disasters? Give at least two pieces of evidence he uses to support his argument.

Write an Argument Essay

Directions: Read "Is the Bulldog Doomed?" on pages 20-21 of the October 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 we change the breeding standards for bulldogs? 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! These dogs need help.

☐

No! Bulldogs are just fine.

☐

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 the way we breed bulldogs should change, point out an argument that the defenders of the current breeding standards might make. If you think the breeding standards should not change, explain why some think otherwise.

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 (one to three sentences).**

- 1. ANECDOTE:** Describe a time when you encountered an adorable, lovable bulldog.
- 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 what it would be like to own a pet with breathing difficulties, joint conditions, and the various other problems that plague bulldogs.

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 the controversy over breeding bulldogs.

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 that relates your hook to the question of whether breeding standards for bulldogs should be changed. (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 one to three 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 two to three sentences to remind your readers of your main points.



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

READ AND REVISE

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

Vocabulary:

"Is the Bulldog Doomed?"

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

1. hereditary (huh-RED-ih-ter-ee) *adjective*; passing, or capable of passing, from parent to offspring through genes

example: Hair color is hereditary, so it's no surprise that my hair looks just like Mom's.

2. prone (prohn) *adjective*; 1. likely to act, feel, or be a certain way; 2. lying flat or facedown

example 1: Kim, a rather disorganized person, is prone to misplacing her cell phone.

example 2: Exhausted from a long day of hiking, Jackson lay prone on the couch.

3. purebred (pyoor-bred) *adjective*; having many generations of ancestors of the same recognized breed. This term is used to describe animals.

example: Although Phillip originally planned to buy a purebred French bulldog, he decided to rescue a mutt from the local pound.

4. stout (stowt) *adjective*; 1. strong, sturdy, and heavily built; 2. brave or determined; 3. bulky in body, heavysset, overweight

example 1: "Mount Evans is steep. You'll need a stout pair of boots to hike it," Dad advised.

example 2: The prince's stout heart helped him prosper in battle against the evil witch.

example 3: In his later years, our cat Bruno was less active and became very stout.

5. temperament (TEM-per-uh-ment) *noun*; a person's nature or personality; the way a person usually thinks, acts, or responds to people or to situations

example: I'm always impressed by Anne's calm temperament; she never gets impatient or angry.

6. trait (trate) *noun*; a quality or characteristic

example: Honesty is a valuable trait in a best friend.

7. undershot (UHN-der-shot) *adjective*; having the front teeth of the lower jaw projecting in front of the upper teeth

example: An undershot jaw is common in bulldogs, boxers, and various other dogs.

8. _____ (_____) _____ ; _____

example: _____

DEBATE: "Is the Bulldog Doomed?" • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

"Is the Bulldog Doomed?"

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

1. Complete the analogy:

undershot : jaw :: deaf : _____

- Ⓐ hearing
- Ⓑ blind
- Ⓒ ears
- Ⓓ sound

2. Which one of the following would most likely be described as stout?

- Ⓐ an earthworm
- Ⓑ a jellyfish
- Ⓒ a giraffe
- Ⓓ a hippopotamus

3. Which of the following environments is most prone to fires?

- Ⓐ a frozen lake
- Ⓑ a rocky beach
- Ⓒ a muddy swamp
- Ⓓ a dry forest

4. Determine whether the word *hereditary* is used correctly below.

"First, my friend Tiffany got sick, then I got sick. Clearly, it must be a hereditary illness," Leo said.

- Ⓐ correctly
- Ⓑ incorrectly

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear. Then write your own sentence using any of the words listed on the first page of this activity.

5. Excellent students tend to have certain common **traits, including _____**

_____.

6. Athletes who participate in dangerous sports such as football or hockey are **prone to _____**

_____.

7. For a dog to be **purebred, it must be _____**

_____.

8. Anthony's hamster has an awful **temperament. Yesterday, for instance, it _____**

_____.

9. _____

_____.

_____.

Pronoun Power

A *pronoun* is a word that replaces a noun. The noun or noun phrase to which the pronoun refers is the *antecedent*. Consider the following sentence:

George was racing down the street when he crashed and flew off his bicycle.

The pronouns *he* and *his* refer to *George*, so the antecedent is *George*.

A pronoun must agree with, or match, its antecedent in **number** (a singular pronoun replaces a singular noun; a plural pronoun replaces a plural noun), **person** (referring to first, second, or third person), and **gender** (*he*, *him*, or *his* replaces a masculine noun; *she*, *her*, or *hers* replaces a feminine noun).

There are a few situations that can trip you up if you are not careful. Watch out for:

1. Indefinite pronouns (pronouns that refer to unknown people, places, or things) acting as antecedents

These words are always replaced by a **singular** pronoun:

<i>each</i>	<i>anyone</i>	<i>nobody</i>	<i>something</i>
<i>either</i>	<i>anybody</i>	<i>nothing</i>	<i>everyone</i>
<i>every</i>	<i>anything</i>	<i>someone</i>	<i>everybody</i>
<i>neither</i>	<i>no one</i>	<i>somebody</i>	<i>everything</i>

Examples:

Each girl who danced wore a flower in her hair.

Everyone should proofread his or her work before handing it in.

These words are always replaced by a **plural** pronoun:

both *few* *many* *several*

Examples:

Many are still waiting for their lucky break.

Several promised me that they would be there.

2. Phrases that come after the antecedent. Don't let them confuse you! Identify the antecedent and make sure the pronoun agrees with it. For example:

A collection of paintings is on display at the museum. It will be there until June.

It refers to *collection*, and *collection* is singular.

The soccer team, made up of players from all over the state, won its final match.

Its refers to *team*, and *team* is singular.

Directions: In each sentence or pair of sentences below, circle the antecedent to which the underlined pronoun refers. We did the first one for you.

1. If you are finished using those colored pencils, please put them back in the box.
2. Somebody left her phone in the girls' locker room.
3. A few arrived early. They are waiting outside.
4. "If nobody raises his or her hand, I'm just going to pick someone," said Ms. Davis.
5. "I moved that pile of papers to your bedroom," said Kendra's mom. "I was tired of looking at it."
6. I'm hoping that either Sara or Kaylin will share her notes from yesterday with me.

Directions: Put a check mark next to the sentence or pair of sentences that is grammatically correct.

7. **a** ____ Everyone has a right to his or her own opinion.
b ____ Everyone has a right to their own opinion.
8. **a** ____ Where is that can of black beans we bought yesterday? I can't find them.
b ____ Where is that can of black beans we bought yesterday? I can't find it.
9. **a** ____ Both look delicious! I'm sure the Wilsons will enjoy them.
b ____ Both look delicious! I'm sure the Wilsons will enjoy it.
10. **a** ____ Neither Aaron nor Travis answered their phone.
b ____ Neither Aaron nor Travis answered his phone.

Directions: In the paragraphs below, fill in the blanks with the correct pronouns.

Last month, Sophie and Shayna started an after-school business. _____ entertain at children's parties. Each girl gets to put _____ own special talent to use. Sophie does magic tricks, such as pulling a coin out of _____ ear and making a rabbit disappear. Shayna paints faces and makes balloon animals.

Both girls are having the time of _____ lives—despite some mishaps. At their first party, _____ had to entertain 20 6-year-old boys, each dressed as _____ favorite superhero. Shayna had brought a carton of face paints and left _____ on the table to use after the magic show. While Shayna was assisting Sophie with a trick, a pint-size Batman got into the paints. The birthday boy's cocker spaniel ended up as a shaggy Robin! Shayna stayed after the party to scrub orange paint out of _____ fur.

Still, the girls are thrilled by _____ new enterprise—and by the extra cash in _____ pockets.

THE LAZY EDITOR: "Would You Let This Shark Bite You?" • SKILL: Commas, page 1 of 2

Concerning Commas

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

- 1. 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: Escargot, which I'm curious to taste, is a French delicacy of cooked snails.

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

Example: When my dad heard which movie had won Best Picture, he sighed with disappointment.

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

Example: Brenda bought buffalo wings, mozzarella sticks, pizza, and chips for the Super Bowl party.

- 4. Use a comma before a conjunction (*for, and, nor, but, or, yet, so*) to join two independent clauses. (An independent clause is a group of words that could stand on its own as a sentence.)**

Example: Adele had surgery on her vocal cords, yet she *still* smokes cigarettes.

Directions: Add the missing commas to the sentences below.

1. Mia doesn't like the nearby mall, South Shopping Plaza; it has no Starbucks Forever 21, or Build-A-Bear.
2. After trying pigs' feet for the first time Devin thought he was going to hurl.
3. Selma wants to train for the big race but she pulled a muscle in her calf yesterday.
4. I never knew that Michael Jordan a former player for the Chicago Bulls is six-and-a-half feet tall!

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

5. **a** ____ While in Athens, Gabriel and I ate tons of Greek salad, climbed the Acropolis, got chased by stray dogs, and swam in the Aegean Sea.
b ____ While in Athens Gabriel and I ate tons of Greek salad, climbed the Acropolis, got chased, by stray dogs, and swam in the Aegean Sea.
6. **a** ____ Lanky, the clown who performed at my brother's birthday party, just got a big part in a movie.
b ____ Lanky the clown who performed at, my brother's birthday party, just got a big part in a movie.
7. **a** ____ The brownies your father left on the table tasted kind of fishy, so I tossed them in the garbage.
b ____ The brownies, your father left on the table, tasted kind of fishy, so I tossed them in the garbage.
8. **a** ____ Before I agree to go with you, I have a few questions.
b ____ Before, I agree to go with you I have a few questions.

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.

9. 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.

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

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

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

Quoting and Paraphrasing

When you write, you sometimes want to tell your reader what someone else said. There are two ways to do this: using a direct quotation or paraphrasing.

DIRECT QUOTATIONS

A direct quotation is a report of the exact words that someone else wrote or said.
Here are some basic rules about the punctuation and capitalization of direct quotations:

- 1. Quotation marks ALWAYS come in pairs, at the beginning and end of the quotation. If a quote is more than one sentence, use closing quotation marks at the end of the last sentence only.**
Example 1: Lydia asked, "What's your project for the science fair?"
Example 2: Ellis said, "I'm not sure. I'm thinking about building a robotic guinea pig."
- 2. If the quotation is a full sentence, it begins with a capital letter.**
Example: Lydia said, "That sounds kind of creepy."
- 3. If you don't want to quote the person's entire sentence—just a word or a few words of it—begin the quotation with a lowercase letter.**
Example: Lydia told Ellis that her science project idea sounded "kind of creepy."
- 4. If a quoted sentence is divided into two parts by words that tell who is speaking (like *he says* or *I asked*), the second part of the quoted sentence begins with a lowercase letter.**
Example: "A robotic guinea pig," said Ellis, "would be adorable!"
- 5. The quotation's ending punctuation goes inside the closing quotation marks.**
Example: Lydia asked, "Would it be furry?"
- 6. A comma separates the quotation from the words that tell who is speaking. When appropriate, use a question mark or an exclamation point in place of the comma.**
Example 1: "Yes, it would be furry," said Ellis.
Example 2: "Do you think it should be furry?" asked Ellis.
Example 3: "Of course it would be furry!" exclaimed Ellis.
- 7. Use single quotation marks for quotations within quotations.**
Example: "What's up with Ellis?" said Mike. "I just heard her say to Lydia, 'Of course it would be furry!' She sounded frustrated."

Directions: Rewrite the sentences below, correcting the punctuation and capitalization of the direct quotations.

1. Cameron was thrilled that the President responded to her letter. She Said, when I first saw President Obama's signature, I thought the letter was a prank!

2. After the curtain closed, Mr. Banks rang the triangle to get our attention. “Ladies and gentlemen, you played beautifully this evening.” “I am very proud of you,” he said.

3. “I love to watch car racing”, Danielle said, “but I have no desire to try it myself”.

4. In “After the Disaster,” Justin O’Neill writes “there may be a few places where rebuilding is not the smartest and safest thing to do (19).

5. “Can we reschedule our study date? Jen asked, I have a piano lesson tomorrow.”

6. “Andrew’s exact words were, “Lisa seems pretty cool.” That’s all I can tell you,” said Alex.

PARAPHRASING

Paraphrasing is taking what someone else said or wrote and putting it in one’s own words. Compare the direct quotation and the paraphrase below:

Direct quotation: Alison said, “I read the entire Divergent series last month. I thought the books were outstanding—maybe the best books I’ve ever read!”

Paraphrase: Alison loved Veronica Roth’s Divergent series. She read all three books in one month.

Here are some guidelines for paraphrasing:

1. **Paraphrased text does *not* need to be surrounded by quotation marks or introduced with a comma. The paraphrased text should flow into the rest of your sentence.**

Example: Stefanie promised to be home in time for supper.

Compare to a direct quote: “I promise to be home in time for supper,” said Stefanie.

2. You must credit the source of the text you are paraphrasing, whether it's something someone said or something someone wrote. (If you are writing a paper, cite your sources using MLA style or whatever style your teacher tells you to use.)

Example 1: Karli smiled as she recalled the class trip to the farm. Her favorite part of the afternoon, she said, was petting the baby goats.

Compare to a direct quote: "The trip to the farm was totally awesome! There were these crazy cute baby goats that I got to pet. That was the best thing—but there was lots of other fun stuff too."

Example 2: According to the Wildlife Conservation Society, the territory of a wolverine is at least as big as that of a grizzly bear, even though wolverines are considerably smaller animals.

Compare to a direct quote: According to the Wildlife Conservation Society, "Despite being less than a tenth of the size of a grizzly bear, a wolverine can have a territory as large or even larger than that of this massive bear, often covering hundreds of square miles."

Directions: Rewrite the sentences below, paraphrasing the direct quotes.

7. "That movie was OK, but the ending was kind of lame. It just ended, without really telling you what happened," said Abigail.

8. "Brandon and Michael are the fastest boys on the swim team," said Phil, "but Ryan is not far behind them. If he keeps improving the way he is now, he'll probably be the fastest one on the team by next year."

9. "When I was young, I wanted to be a doctor," says Zoe Adams. "I had no interest in writing before I got to college. Then I took a writing class that changed my life. All of a sudden, I just wanted to write, write, write—although I was still interested in medicine as well."

10. Makayla called Haley last night and said, "I know how much you like Zeena—and she likes you too! So I was wondering if you would be interested in dog-sitting her while my family goes on vacation."

Information Overload!

When you’re writing an essay, each paragraph should have a main idea, and all the sentences in the paragraph should support that main idea. *Extraneous information* is unrelated to your main idea—and it doesn’t belong in your writing! **Directions:** Read the following article and cross out any sentences that don’t relate to the main idea of the paragraph. Note that not every paragraph contains extraneous information.

AROUND THE WORLD IN SEVEN MONTHS

When Australian Jessica Watson was 11, her parents read her a book by the youngest person to sail solo around the world. Jessica, already an accomplished sailor, decided she wanted to circumnavigate the globe too. Five years later, she did. Her boat was pink and white.

The 210-day journey was often incredibly difficult. Several other teenagers have also sailed around the world solo. Jessica survived terrifying storms and four-story-high waves that threatened to capsize her 30-foot yacht. For seven months, she didn’t see another person or even set foot on land. She battled loneliness and depression, but she stayed strong. “When you’re in the middle of the night in a storm, you can’t fall apart. You have to just keep going,” Jessica says.

Critics said she was too inexperienced to attempt the voyage and insisted her parents were foolish to let her go, but Jessica refused to let the naysayers bring her down. “I hated being judged by my appearance and other people’s expectations of what a ‘little girl’ was capable of,” she says. Jessica’s parents are also sailors.

Jessica and her family spent years preparing for her grueling journey. Jessica was closely involved in designing her boat. Other experienced sailors who had sailed around the world offered advice and assistance. Jessica ate 576 chocolate bars over the course of her trip. On May 15, 2010, all her preparation paid off: Jessica became the youngest person to sail nonstop and unassisted around the world.

Since her amazing journey, Jessica hasn’t slowed down. She was named the Young Australian of the Year in 2011, and she’s been recognized with a number of other awards. She races regularly, and she even landed a spot on *Dancing with the Stars (Australia)*. But she’s stayed humble despite her achievements. “You just have to have a dream, believe in it, and work hard,” she says. “Anything is possible.”

Affect vs. Effect

The words **affect** and **effect** are often confused and misused. Figuring out which one to use can be as easy as determining whether your sentence calls for a verb or a noun.

If a verb is needed, most of the time the word you want is **affect**. It means *to change* or *to influence*.

Examples:

*What you eat **affects** your health.*

*Mikayla's superb campaign speech **affected** my decision about whom to vote for.*

If a noun is needed, the word you want is usually **effect**. It means *a result* or *a consequence*.

Examples:

*The **effect** of eating well is a healthy body.*

*The allergy medicine had a negative **effect** on Dylan; it actually made him itchier.*

Both **affect** and **effect** have additional meanings, but these meanings are used much less often. This activity involves only the most common meanings. **Directions:** Underline the correct boldface word in each sentence.

1. The bright-yellow walls in my room have a positive **affect/effect** on my mood.
2. Reading Helen Keller's autobiography had a profound **affect/effect** on Isabella: She decided to learn sign language and volunteer at a school for deaf children.
3. The drought will certainly **affect/effect** the crops this season.
4. How do you think the new school dress code will **affect/effect** the students?
5. The loud music coming from next door **affected/effect** Stuart's ability to concentrate on his homework.
6. Gum disease is a possible **affect/effect** of not flossing your teeth.
7. Patrick worried that his knee injury would **affect/effect** his ability to play in the upcoming soccer tournament.

Directions: Rewrite the sentences below, changing the word in bold to a form of either **affect** or **effect**.

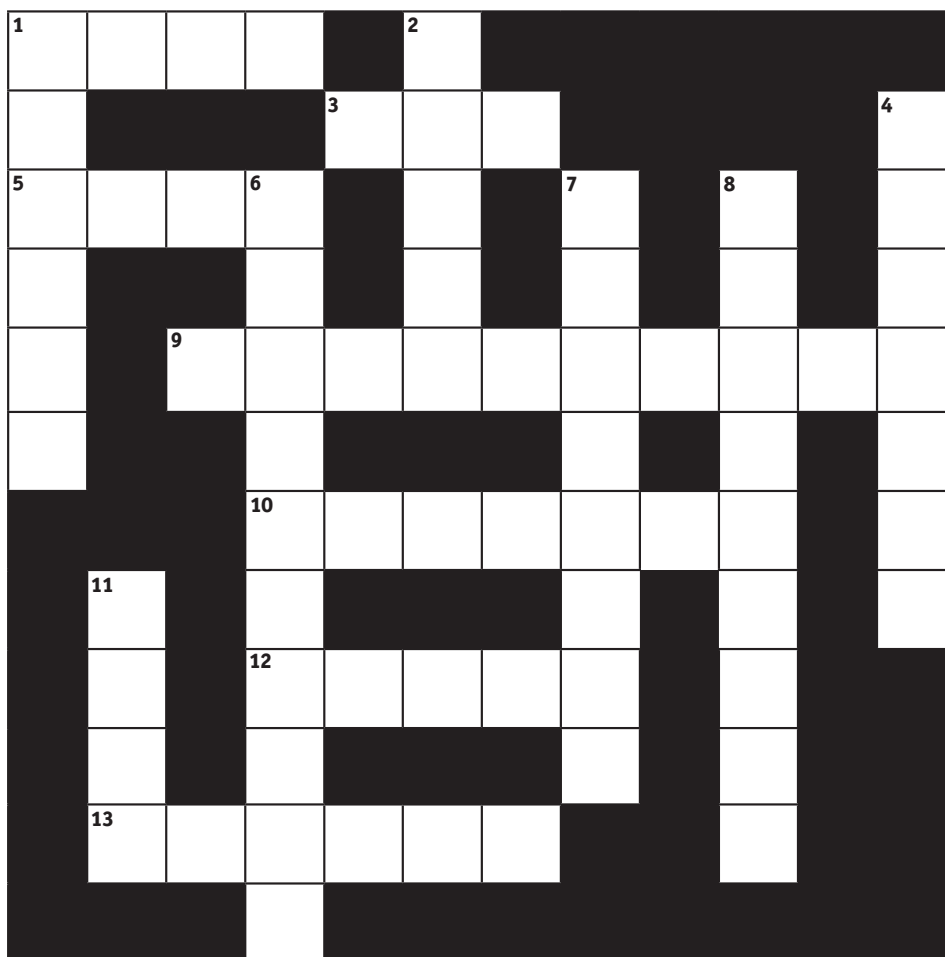
8. "Brain freeze" can be a **result** of eating ice cream too fast.

9. Eating just before going to bed **messes up** my sleep.

10. The rain had almost no **impact** on traffic.

Scope Crossword Puzzle

Directions: Use the October 2013 issue of *Scope* to help you complete the crossword.



ACROSS

1. Some people used to believe that tuberculosis is caused by ___ spirits in the body.
3. A "silver lining" refers to something good that's found in a ___ situation.
5. Most of us don't need supplements because we get all the protein we need from ___.

9. Some breeders are more concerned with a dog's ___ than its health.

10. This country has adopted healthier breeding standards for bulldogs.
12. Towns that are close to the ___ are especially prone to flooding.
13. Mercy Brown's father

DOWN

1. Jeremiah Sullivan does tests to see what kind of ___ (affect/effect) shark bites have on his shark suits.
2. Pressure from coaches to bulk up is a ___ of teen steroid abuse.
4. Items bought on the black market are often ___.

6. a possible side effect of steroid abuse
7. The edges of shark teeth are this.
8. natural barriers that reduce storm surge damage (two words)
11. The legs of today's American bulldogs are not as ___ as those of the dogs' ancestors.

First-Line Contest

Read page 24 of the October 2013 issue of *Scope*. Help Gary Paulsen by writing a riveting first line. Gary will choose the winning first line and use it to start an original story. It will be in the May 2014 issue of *Scope*. The winner's name will appear in the magazine, and he/she will also receive \$50! Plus, we'll send the winner's teacher a free one-year subscription to *Scope*. The winner's classmates will each receive a copy of Jim Paulsen and Gary Paulsen's novel *Road Trip*.

My first line:

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: _____

Send this sheet to: scopemag@scholastic.com

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

ENTRIES MUST BE RECEIVED BY NOVEMBER 15, 2013!