

Name: _____ Date: _____

Number vs. Amount

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

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

Examples:

*When George's family looked out the window, they saw a large **number** of plastic flamingos covering the lawn.*

*Olivia tripped over a **number** of toys on the way to getting her little brother out of bed.*

Use **amount** to refer to a quantity—something that you CANNOT count.

Examples:

*While baking cookies, Sebastian spilled a significant **amount** of flour and sugar on the floor.*

*No **amount** of scrubbing will remove the doodle that Tracy drew on the desk.*

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

1. Pitchers generally have a smaller **number/amount** of base hits than first basemen.
2. Tyrell reached into his backpack and pulled out a large **number/amount** of books.
3. My grandmother uses a skimpy **number/amount** of peanut butter on my sandwiches.
4. The twins stockpiled an enormous **number/amount** of snowballs on the porch.
5. There is always a certain **number/amount** of confusion backstage before the performance starts.
6. Only a small **number/amount** of Amber's cousins were able to attend the reunion.
7. The teacher assigned a small **number/amount** of pages to each student to read aloud.

Directions: Write the correct word—*number* or *amount*—in each blank below. Then write your own sentence using *number* or *amount*.

8. Selena insists on having the same _____ of ice cubes in each glass.
9. Looking outside during the blizzard, I was astonished by the _____ of snow already on the ground.
10. Mitch listens to a huge _____ of music, and he always knows the newest singers.
11. An increasing _____ of dentists' offices now have TV screens in the examining rooms.
12. _____

Name: _____ Date: _____

Central Ideas and Details

A central idea of a story is one of the main points the author is making.

(Sometimes a central idea is called a "main idea.")

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Shattered Lives."

1. Reread the section "Dire Conditions." Which sentence below best expresses the central idea of this section?

- Ⓐ Some refugee children don't have a change of clothes.
- Ⓑ Lebanon already had a high poverty rate before the refugees from Syria arrived.
- Ⓒ A major challenge for Syrian refugees in Lebanon is that there are no formal refugee settlements there.
- Ⓓ Dania and her family live in a garage with no heat.

2. In the box is a central idea of the section "A Big Challenge." Read it, and also read the details listed below it. Which detail does NOT support the central idea? Explain your choice on the lines provided.

Central idea: Because it is difficult for many refugee children to receive an education, aid workers have developed creative solutions.

- Ⓐ "Before the war, 90 percent of Syrian children were enrolled in school."
- Ⓑ "Schools are often too expensive, crowded, or difficult to reach."
- Ⓒ "Many refugee kids have to work during school hours to help support their families."
- Ⓓ "Many Lebanese public schools now operate in shifts, with a second school day starting when the normal school day ends."

I chose _____ because _____

3. Read the details from the section "Back to School" that are listed below. In the box, write the central idea that the details support.

Central idea of "Back to School":

Detail 1: Dania gets bananas, croissants, and juice at school.

Detail 2: Aid workers gave Dania's family a weather kit to help keep their garage warm.

Detail 3: Dania can get counseling to help her cope with traumatic experiences.

4. Consider the central idea of the whole article "Shattered Lives." Write a supporting detail from each of sections listed below.

Central idea: Refugees who flee to another country face many challenges.

Supporting detail from "A Brutal War":

Supporting detail from "Dire Conditions":

Supporting detail from "A Big Challenge":

Supporting detail from "Back to School":

Supporting detail from "Looking Ahead":

Name: _____ Date: _____

Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "Shattered Lives."

1. How do the headline, subheading, and photos on pages 4-5 work together to preview the story?

2. What details does the photograph on page 7 add to the story?

3. Which text feature helps you better understand this line from the article: "Most have found a haven in nearby Lebanon, Jordan, Egypt or Turkey"? Explain why.

4. What details do the photos on pages 8-9 add to "The Zaatari Refugee Camp"?

5. What mood do the photos on page 10 create?

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below and then write an objective summary of "Shattered Lives."

1. Who is the main character in the article? (It can be an individual or a group of people.)

2. What details about this person/these people are significant to the article? (Consider the age of the characters, location, time period, etc.)

3. What problem did he/she/they face?

4. What caused the problem to occur?

5. How did he/she/they handle the problem?

6. What does the future hold for this person/these people?

Summary of "Shattered Lives"

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

Name: _____ Date: _____

Summarizing

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

Directions: Follow the prompts in the margins to complete the summary below.

Summary of "Shattered Lives"

In 2013, 11-year-old Dania and her family had to _____

_____ Because there are no formal

refugee camps in Lebanon, Syrian refugees _____

Dania and her family _____

One of the biggest challenges for refugee children like Dania is _____

Aid organizations like UNHCR and Save the Children have _____

In these schools, not only do children have a safe place to learn, _____

_____ Dania

doesn't know when she'll be able to return to Syria, but she does hope _____

1. Where did they live, why did they leave, and where did they go?

2. Where have Syrian refugees in Lebanon found shelter?

3. Where do Dania and her family live?

4. What did Dania especially miss about her life in Syria?

5. What have these organizations created?

6. What do schools help aid workers do for refugees?

7. What are Dania's plans for the future?

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Shattered Lives.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Study the images on pages 4-5 and read the **headline** and **subheading** of the article. Describe the images. What do you notice about the setting in the photographs?

2. Examine the images on pages 6-7. What do they show?

3. Examine the images on pages 8-10. What do they show?

4. Read the **subheadings** throughout the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Text Structure, Mood, Vocabulary, Tone, and Inference

5. Check (✓) the statement that BEST describes the **text structure**, or how the author organizes information, in the section “On the Front Lines.”

The author compares Syrian refugees with refugees from other countries.

The author describes the effect that refugees have had on different regions around the world.

The author explains how the UNHCR was established to solve the refugee problem after World War II.

6. Describe the **mood** in the section “Dire Conditions.” Which words or phrases help create this mood?

7. Consider this sentence from page 8:

“Today, it is the sprawling Zaatari [ZAT-ur-ee] Refugee Camp, home to about 120,000 Syrian refugees.”

- A. What does *sprawling* mean in this sentence? (Use context clues to help you. Then check a dictionary.)

- B. The author could have used another word instead of *sprawling*. How does her choice of *sprawling* affect the meaning of the sentence?

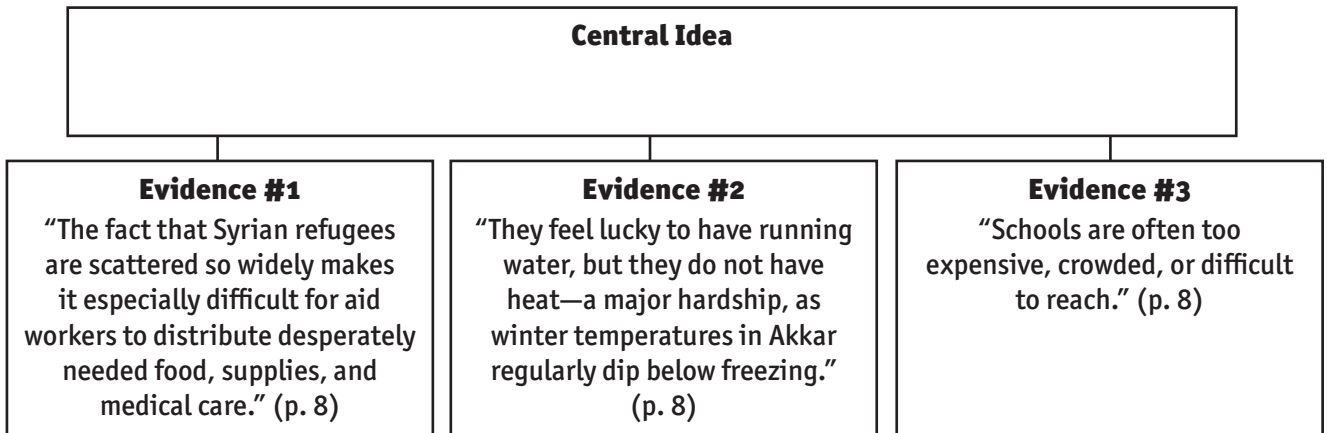
8. Identify the **tone** of the section “Looking Ahead.” What are some words and phrases that establish the tone?

9. What can you infer about Dania from her quote “I won’t take any money from the poor and will treat them for free”?

After Reading

Central Ideas and Objective Summary

10. Below are three pieces of **supporting evidence** for a central idea of “Shattered Lives.” In the space provided, write a **central idea** that this evidence supports.



11. Write a four- to five-sentence **objective summary** of “Shattered Lives.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Shattered Lives.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features

1. Study the images on pages 4-5 and read the **headline** and **subheading** of the article. Describe the images. What do you notice about the setting in the photographs?

2. Examine the images on pages 6-7. What do they show?

3. Examine the images on pages 8-10. What do they show?

4. What do you predict this article will be mostly about?

During Reading

Text Structure, Mood, Vocabulary, Tone, and Inference

5. The section “On the Front Lines” mainly uses a problem-and-solution structure. Read the following solution. Write the problem it solved on the lines below.

Solution: The UNHCR was established to provide refugees with food, water, and shelter.

Problem: _____

6. The **mood** in the section “Dire Conditions” is grim. Which words or phrases help create this mood?

7. Consider this quote from the informational text on page 8:

“Today, it is the sprawling Zaatarī [ZAT-ur-ee] Refugee Camp, home to about 120,000 Syrian refugees.”

- A. Check (✓) the box with the correct definition of *sprawling* as it is used in the sentence above. (Use context clues to help you. Check a dictionary if you’re not sure.)

spread-out

crowded

deserted

- B. The author could have used another word instead of *sprawling*. How does her choice of *sprawling* affect the meaning of the sentence?

8. The **tone** of the section “Looking Ahead” is both realistic and optimistic. What are some words and phrases that help establish this tone?

9. What can you infer about Dania from her quote “I won’t take any money from the poor and will treat them for free”?

After Reading

Central Idea and Objective Summary

10. Below is a **central idea** of “Shattered Lives” and four pieces of evidence. Three pieces of evidence DO support the central idea. Cross out the piece of evidence that does NOT.

Central Idea Life can be extremely challenging for Syrian refugees living in Lebanon.			
Evidence #1 “Her school had closed after a shell exploded next to it, sending students scrambling for cover under their desks.” (p. 6)	Evidence #2 “The fact that Syrian refugees are scattered so widely makes it especially difficult for aid workers to distribute desperately needed food, supplies, and medical care.” (p. 8)	Evidence #3 “They feel lucky to have running water, but they do not have heat—a major hardship, as winter temperatures in Akkar regularly dip below freezing.” (p. 8)	Evidence #4 “Schools are often too expensive, crowded, or difficult to reach.” (p. 8)

11. An **objective summary** is a short statement or paragraph that tells what an article is about. An objective summary does not include minor details or the opinions of the person writing it. Draw a line through the two details below that should NOT be included in an objective summary of “Shattered Lives.”

1. Eleven-year-old Dania and her family had to flee their home in Syria because of the violent civil war.
2. They now live in northern Lebanon with many other Syrian refugees.
3. Syrian refugees in Lebanon must find food, shelter, and employment to survive.
4. Dania loved the mulberry tree in her yard in Syria.
5. A huge challenge for refugee children is getting an education.
6. After being out of school for a long time, Dania was eventually able to attend a new school established for refugee children.
7. I’m glad that Dania was able to go back to school. I think that is really great.

Name: _____ Date: _____

Video Discussion Questions

Behind the Scenes: "Shattered Lives"

1. What research did Kristin Lewis do to prepare for writing "Shattered Lives"?
2. Lewis states that the conflict in Syria has created a humanitarian crisis. How do the music, images, and video clips support this idea? (A humanitarian crisis is an event or a series of events that threatens the health, safety, and well-being of a large group of people.)
3. What does Lewis mean when she says the stories of the refugees "needed to be told"? Why might a story "need to be told"?
4. Lewis says that she has discovered that there is "always hope," even when she's writing about a tragic or very challenging situation. What is the hope she found in the story of Syrian refugees? Explain.

Close-Reading Questions

"Shattered Lives"

1. What is the mood of the first section? Why does the author include the third paragraph?
(mood, author's craft)
2. What is the central idea of the section "A Brutal War"? (central ideas)
3. What is a refugee? Why do you think international organizations like UNHCR and Save the Children are necessary to help refugees? (central ideas, inference)

4. On page 8, the article states, "Many Lebanese bitterly resent having to share their country." Why do you think this is so? (inference)

5. Why is school important for Dania? Include at least three reasons in your answer. (text evidence)

6. Based on the informational text, what purpose do refugee camps like Zaatari serve? What problems are associated with them? (central ideas and details)

Name: _____ Date: _____

Critical-Thinking Questions

"Shattered Lives"

1. What do you think are the responsibilities of a host country regarding refugees? What is the responsibility of the international community?
2. The article and sidebar explain that some refugees live in camps, while others, like those in Lebanon, are scattered among various makeshift settlements. What are the challenges of each situation?
3. Consider Dania at the end of the article. Is her situation hopeful? Explain your answer using text evidence.

Name: _____ Date: _____

Vocabulary:

"Shattered Lives"

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

1. commodity (kuh-MOD-i-tee) *noun*; 1. a product that is bought and sold; 2. something useful or valued

- **example:** Grain and corn are important agricultural commodities for the United States.
- **example:** Time is a precious commodity.

2. daunt (dawnt) *verb*; to make someone feel frightened or discouraged

- **example:** Gregory says that math daunts him, but he is actually very good at math.

3. dire (dye r) *adjective*; dreadful or urgent

- **example:** After falling into the pool, James was in dire need of a change of clothes.

4. displaced (diss-PLAYST) *adjective*; 1. lacking a home, country, etc.; 2. *verb*; forced to remove (people or animals) from their usual or proper place

- **example 1:** There were many displaced people after the earthquake destroyed thousands of homes.
- **example 2:** The flood displaced hundreds of people when it destroyed the town's sewer system.

5. haven (HAY-vuhn) *noun*; 1. a harbor; 2. a safe place protected from danger or trouble

- **example 1:** The captain of the damaged ship looked for a close haven where he could dock.
- **example 2:** The wildlife preservation center is a haven for many endangered animals.

6. humanitarian (hyoo-man-uh-TER-ee-uhn) *adjective*; to do with helping people and relieving suffering

- **example:** A humanitarian group that donates and delivers medical supplies to those in need has been sent into the war zone.

7. nongovernmental organizations (**non-guhv-urn-MUHNT-al or-guh-nuh-ZAY-shuhn**) *noun*; a group not associated with those that govern a country or state that is joined together for a particular purpose

- **example:** Many volunteer-run nongovernmental organizations helped distribute food and clothing after the hurricane.

8. persecution (**pur-suh-KY00-shun**) *noun*; the cruel and unfair treatment of someone, especially because of that person's ideas or political beliefs

- **example:** Alberta endured persecution from her community after voicing her support for an unpopular presidential candidate.

9. _____ (_____) _____

- **example:** _____

10. _____ (_____) _____

- **example:** _____

Vocabulary Practice:

"Shattered Lives"

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

- | | | | | |
|----|--------------|--------------|----------------|---------------|
| 1. | mistreatment | persecution | discrimination | support |
| 2. | haven | shelter | danger zone | sanctuary |
| 3. | trivial | unimportant | dire | nonessential |
| 4. | displaced | retained | uprooted | relocated |
| 5. | selfish | humanitarian | uncharitable | mean-spirited |
| 6. | encouraged | deterred | intimidated | daunted |

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

WORD BANK

commodity daunt dire displaced haven
humanitarian nongovernmental organization persecution

7. Alice donated 50 percent of her allowance to _____ groups that offered dental care to children in Uganda.
8. During the Holocaust, Jewish people faced _____.
9. If I don't finish my report on the history of the tater tot by 3 p.m. today, there will be _____ consequences!
10. There were 10 _____ families during the bedbug infestation; they had to move to a nearby hotel while exterminators took care of the problem.
11. _____ like Save the Children try to ensure that young refugees receive an education and are equipped with proper school supplies.
12. The library is a quiet _____ where I can read, de-stress, and enjoy time away from my brother, the accordion enthusiast.
13. The dog groomer did not reveal how _____ he felt when Mrs. O'Brien arrived with her 12 muddy sheepdogs.
14. Mike's mom hates shopping and purchases most of their household _____ online.

Name: _____ Date: _____

“Shattered Lives” Quiz

Directions: Read “Shattered Lives” and “The Zaatari Refugee Camp.” Then answer the questions below.

1. Which statement best expresses a central idea of “Shattered Lives”?
 - (A) Dania’s family settled in Akkar, Lebanon.
 - (B) The UNHCR was founded to help refugees of World War II.
 - (C) Humanitarian organizations are close to solving the worldwide refugee crisis.
 - (D) Refugees face many challenges.
2. Your answer to question 1 is best supported by which line from the article?
 - (A) “Some refugees are renting apartments until their savings run out.” (p. 10)
 - (B) “They are now refugees, or ‘displaced persons.’” (p. 6)
 - (C) “They are strangers in a foreign land, struggling to survive, trying to make sense of what has happened to them . . .” (p. 6)
 - (D) “Yet as aid workers know, each refugee is a human being, not a number.” (p. 10)
3. In the first section, the author likely includes details about Dania’s life before the war to
 - (A) explain why Dania’s family had to flee.
 - (B) foreshadow life in a refugee camp.
 - (C) emphasize how much Dania’s family has lost.
 - (D) support the claim that life as a refugee is harsh.
4. In the section “Looking Ahead,” the author suggests that a way to avoid feeling overwhelmed by the worldwide refugee crisis is to
 - (A) focus on individual refugees and what can be done to help them.
 - (B) avoid reading statistics about refugees.
 - (C) focus on helping refugees in formal camps.
 - (D) focus on helping child refugees.
5. According to “The Zaatari Refugee Camp,” why are some aid workers interested in modeling future refugee camps on Zaatari?
 - (A) Housing and electricity are free for refugees living in Zaatari.
 - (B) It is less expensive to help people in Zaatari than to help refugees in makeshift settlements.
 - (C) Zaatari can accommodate a much larger number of people than many other camps.
 - (D) The quality of life in Zaatari is higher than it is in many other refugee camps.
6. Both “Shattered Lives” and “The Zaatari Refugee Camp”
 - (A) explain why refugees flee their home countries.
 - (B) describe efforts being made to help refugees.
 - (C) tell what life is like in a formal refugee camp.
 - (D) describe the challenges Dania faces.

Constructed-Response Questions

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

7. What text structure does the author use in the section “A Big Challenge”? Explain your answer with text evidence.
8. Compare the lives of Syrian refugees in Akkar with those in the Zaatari camp. Support your answer with details from both “Shattered Lives” and “The Zaatari Refugee Camp.”

Name: _____ Date: _____

“Shattered Lives” Quiz

Directions: Read “Shattered Lives” and “The Zaatari Refugee Camp.” Then answer the questions below.

- Which statement best expresses a central idea of “Shattered Lives”?
 (A) Dania’s family settled in Akkar, Lebanon.
 (B) The UNHCR was founded to help refugees of World War II.
 (C) Dania wants to be a doctor when she grows up.
 (D) Refugees face many challenges.
- Your answer to question 1 is best supported by which of the following lines from the article?
 (A) “Some refugees are renting apartments until their savings run out.” (p. 10)
 (B) “They are now refugees, or ‘displaced persons.’” (p. 6)
 (C) “They are strangers in a foreign land, struggling to survive, trying to make sense of what has happened to them . . .” (p. 6)
 (D) “Before the war, 90 percent of Syrian children were enrolled in school.” (p. 8)
- In the first section, the author likely includes details about Dania’s life before the war to
 (A) explain why Dania’s family had to flee.
 (B) foreshadow life in a refugee camp.
 (C) emphasize how much Dania’s family has lost.
 (D) support the claim that life as a refugee is harsh.
- In the sentence “Lebanon already had a high poverty rate, and the sudden surge of refugees has put a strain on its resources,” the word *strain* most closely means _____.
 (A) decrease (C) burden
 (B) variety (D) filter
- Which of the following is an example of a refugee?
 (A) a child who moves to another country because his mom got a job there
 (B) a teenager who travels to another country on vacation
 (C) a man who moves to another country because he marries someone from that country
 (D) a woman who goes to another country because in her country, she will be killed for practicing her religion
- Both “Shattered Lives” and “The Zaatari Refugee Camp”
 (A) explain why refugees flee their home countries.
 (B) describe efforts being made to help refugees.
 (C) tell what life is like in a formal refugee camp.
 (D) describe the challenges Dania faces.

Constructed-Response Questions

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

- In the section “A Big Challenge,” the author uses a problem-and-solution text structure. What problem does she describe? How is it being solved? Support your answer with text evidence.
- Consider the lives of Syrian refugees in Akkar and in the Zaatari camp. Explain one way that their lives are similar and one way they are different. Support your answer with text evidence.

Dania Contest

Explain the challenges Dania faces living as a refugee outside her country. How are those challenges being addressed? Respond in a short essay, using text evidence to support your ideas. Five winners will each get *The Red Pencil* by Andrea Pinkney.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

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: Dania Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 22, 2015!

Name: _____ Date: _____

Exploring Mood

Mood is the feeling the reader gets from reading a piece of writing. 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 story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

1. Below are some positive and negative words that you might use to describe the mood in different moments of *The Necklace*. Read the lists, then add your own words in the empty spaces.

POSITIVE	
eager	_____
enthralled	_____
gratified	_____

NEGATIVE	
hopeless	_____
distressed	_____
wistful	_____

2. Circle the word that best describes the mood of Scene 1:

discontented

nightmarish

hopeful

Which words and phrases in the scene contribute to that mood?

3. What is the mood at the beginning of Scene 2? How does the mood change during the scene? Explain.

4. What mood does the following line from Scene 3 create? Explain your answer.

“Her hands tremble as she lifts it and fastens it around her neck.”

5. To be “enthralled” is to be utterly captivated, to have your attention focused on someone or something as if you’re under a spell. The mood of Scene 4 is enthralled. What words or phrases convey this mood?

6. Which scene has a mood of extreme distress? Give specific examples from that scene.

7. Consider the following lines from Scene 7:

“Matilda stands and looks at herself in an old mirror.”

“Do you remember that evening long ago? I am but a shell of that woman.”

“How strange life is. How fickle.”

What mood do these lines create? Explain.

8. When does the mood drastically change in Scene 8? Explain.

9. Reread Old Pierre’s lines throughout the play. Choose one scene and explain how Old Pierre creates or enhances the mood of that scene.

Name: _____ Date: _____

Drawing Conclusions

Who or what is to blame for Matilda's suffering in *The Necklace*? Use the chart below to draw a conclusion about the cause or causes of her misery.

Directions: In the boxes below, we've provided some of the persons or influences that could be the cause of Matilda's suffering, as well as some of the reasons. Complete the chart by filling in the missing elements, based on evidence from the play.

<p>Matilda is to blame for her own suffering.</p> <p>Reason 1: <i>She was unwilling to go to the ball without jewelry.</i></p> <p>Reason 2:</p> <p>Reason 3:</p>	<p>Society is to blame for Matilda's suffering.</p> <p>Reason 1: <i>She lives in a society in which wealth is highly prized.</i></p> <p>Reason 2:</p> <p>Reason 3:</p>
<p>Fate is to blame for Matilda's suffering.</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p>	<p>_____ is to blame for Matilda's suffering.</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p>

Evaluate the information: Now that you've found reasons each person or other influence could be held responsible, take a look at the evidence. Which set of reasons is most compelling and most valid? Who or what do you blame for Matilda's plight? Use your conclusion to respond to the writing prompt on page 16 of the January 2015 issue of *Scope*.

Name: _____ Date: _____

Close-Reading Questions

The Necklace

- 1.** In Scene 1, Matilda says, “How it tortures me to live in such squalor.” Does she actually live in squalor? What does this statement tell you about Matilda? (character)
- 2.** In Scene 3, what conclusions can you draw about Matilda’s values? (drawing conclusions, character)
- 3.** Reread Scenes 5 and 6. How does Pierre respond to the lost necklace? Do you think he does the right thing? Explain. (evaluating)

Name: _____ Date: _____

Critical-Thinking Questions

The Necklace and “Status Symbols Through History”

1. At the beginning of the play, Old Pierre says that he is about to tell you “a story that—if you have even a shred of compassion—will break your heart forever.” Do you agree that this is a tragic story? Support your answer with text evidence.

2. Examine the photos and captions on pages 13 and 15. How do you think the society in which Matilda lived might have affected her?

3. The timeline shows that “only the very wealthy could afford purple fabric.” Today, many people have smartphones and Ugg boots, even though they are expensive. What might this suggest about how status symbols have changed?

Name: _____ Date: _____

Vocabulary:

The Necklace

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

1. abject (AB-jekt or ab-JEKT) *adjective*; utterly hopeless, miserable, or wretched; of the worst kind

- **example:** Jake spent the weekend in abject misery. He had trained so hard and he was so excited about the big gymnastics meet—but there he was, stuck at home with a broken leg.

2. appoint (uh-POYNT) *verb*; to name or assign to a position or duty

- **example:** The club will appoint a new treasurer at its next meeting.

appointed (uh-POYN-tehd) *adjective*; 1. decided on beforehand; prearranged; 2. furnished or supplied with equipment

- **example 1:** They met at the appointed place and time: by the flagpole, right after last period.
- **example 2:** The hotel lobby was beautifully appointed with antiques and art.

3. dilapidated (dih-LAP-uh-day-ted) *adjective*; fallen into a state of ruin or decay, often through neglect or misuse

- **example:** The abandoned house at the end of the block is dilapidated; the roof is caving in and the porch is falling off.

4. haggard (HAG-erd) *adjective*; thin, exhausted, or worn out, as from hunger, pain, or worry

- **example:** After disappearing for a week, their dog came home haggard but basically OK.

5. modest (MOHD-est) *adjective*; 1. having or showing a moderate or humble opinion of oneself; not boastful; 2. limited in quantity, size, or extent; 3. clean and proper in dress, behavior, and thought; decent

- **example 1:** Elissa is very modest and doesn't like to talk about herself, but she is easily the best player on the team.
- **example 2:** The portions at lunch were awfully modest. I'm still hungry!
- **example 3:** Sue often wears flashy clothes, but tonight her outfit is modest: a long brown skirt, a turtleneck sweater, and flat-soled shoes.

6. poise (poyz) 1. *verb*; to balance or hold steady by balancing; 2. *noun*; a dignified, confident manner; the ability to stay composed under strain; 3. *noun*; balance; stability

- **example 1:** She walked back to the village with the basket poised on her head.
- **example 2:** Serena Williams displayed great poise when she waved to the crowd after losing the match.
- **example 3:** We marveled at Karen's poise as she stood on one foot, as stable as a statue.

poised (poyzd) *adjective*; 1. hovering or suspended in or as if in midair; 2. prepared for something

- **example 1:** For a long moment, Phil sat with his fingers poised above the piano keys. Then he lowered his hands and began to play.
- **example 2:** Donna has recovered from her injuries and is poised for a great comeback.

7. procure (pro-KEWR) *verb*; to obtain something that is difficult to get

- **example:** The Taylor Swift concert was sold out, but Jack managed to procure two tickets.

8. squalor (SQUAWL-er) *noun*; filthy and miserable conditions

- **example:** It was heartbreaking to see people living in such squalor.

9. unsavory (un-SAY-ver-ee) *adjective*; 1. morally offensive or bad; 2. bad-tasting or -smelling

- **example 1:** The antagonist was an unsavory character named Snivels.
- **example 2:** These day-old sandwiches are rather unsavory. Is there anything else we can eat?

10. _____ (_____) _____
_____ ; _____

- **example:** _____

11. _____ (_____) _____
_____ ; _____

- **example:** _____

Vocabulary Practice:

The Necklace

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

WORD BANK				
modest	dilapidated	squalor	procure	appoint
poise	haggard	unsavory	abject	

1. The poor puppies were living in _____ before they were rescued. Now, they are clean, safe, and comfortable—and waiting to be adopted.
2. My dad looked really _____ after being up all night with my baby brother.
3. Thomas is an _____ coward. It's pitiful, really.
4. Mr. Maner was arrested? I knew there was something _____ about that guy!
5. Charles was sure he'd arrived at the _____ time, but no one else was there.
6. Sheri has great _____. I wonder how she stays so cool and collected all the time.
7. To _____ these doughnuts, I had to arrive at the bakery at 6 a.m.
8. Stay away from that _____ building. That place looks like it could collapse at any moment.
9. Mr. and Mrs. Kellogg sold their large house and moved into a more _____ one.

Directions: Underline the best answer to each question.

10. Frannie invites Jane over after school one afternoon. When Jane sees Frannie's room, she says, "Wow, Frannie, I'm surprised your parents let you live in such squalor."

What can you infer from Jane's comment?

Frannie's room is very small.

Frannie's room is expensively decorated.

Frannie's room is a total mess.

11. "I really hope," said Carlos, "that the person Mr. Simmons chooses to be our new coach will not spend half of his time bragging about all the trophies he won in high school as Mr. Garrets did."

What does Carlos hope will happen?

Mr. Simmons will procure someone haggard to be the new coach.

Mr. Simmons will appoint someone modest to be the new coach.

Mr. Simmons will appoint someone unsavory to be the new coach.

Name: _____ Date: _____

The Necklace Quiz

Directions: Read *The Necklace* and “Status Symbols Through History.” Then answer the questions below.

1. In Scene 1, Matilda says, “Oh, my life is a mistake of destiny.” What does she mean by this?
 - (A) She thinks that if only Marie-Claire did a better job of keeping the house clean, she, Matilda, would be happy.
 - (B) She believes that she deserves to be a member of the upper class.
 - (C) She regrets hiring Marie-Claire.
 - (D) She thinks that some mistake is to blame for her not having received an invitation to the ball.
2. The necklace that Matilda and Pierre go into debt to replace turns out to be of little value. This is an example of what?
 - (A) foreshadowing
 - (B) situational irony
 - (C) symbolism
 - (D) ambiguity
3. In Scene 1, Matilda says that she lives in “squalor.” Is this accurate?
 - (A) No. Her home is nicer than she perceives.
 - (B) No. Her home is much filthier than she admits.
 - (C) Yes. Her home is miserable and filthy.
 - (D) Yes. Her home is beautiful.
4. Which of the following supports your answer to question 3?
 - (A) SET DESIGNER: . . . the room is cozy and warm. (Scene 1)
 - (B) MARIE-CLAIRE: Madame, you have a beautiful home. (Scene 1)
 - (C) OLD PIERRE: All her fine things were sold. (Scene 7)
 - (D) all of the above
5. Which of the following is a theme of *The Necklace*?
 - (A) Appearances can be deceiving.
 - (B) Excessive pride can lead to downfall.
 - (C) Matilda should have told Jeanne the truth about losing the necklace.
 - (D) both A and B
6. According to the description of status symbols on page 16, all of the following objects in the play are status symbols EXCEPT
 - (A) the diamond necklace.
 - (B) Jeanne’s collection of jewels.
 - (C) Matilda’s dress for the ambassador’s ball.
 - (D) Matilda’s coat.

Constructed-Response Questions



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

7. Three times during the play, Matilda looks at herself in the mirror. Together, what do these three scenes reveal about how Matilda changes over the course of the play? Support your answer with text evidence.
8. Consider this quote by Mark Twain: “Any so-called material thing that you want is merely a symbol: You want it not for itself, but because it will content your spirit for the moment.” How does the quote apply to the play and the infographic?

Name: _____ Date: _____

The Necklace Quiz

Directions: Read *The Necklace* and “Status Symbols Through History.” Then answer the questions below.

1. Consider the discussion in Scene 4 between Matilda and Pierre about Matilda’s coat. What does it reveal about Matilda’s character?
 - (A) She wants to buy a new coat.
 - (B) She takes Pierre for granted.
 - (C) It is important to her that others do not perceive her as poor.
 - (D) She is trying to live within her means.
2. Which line expresses a similar idea to your answer to question 1?
 - (A) OLD PIERRE: Matilda had quite an imagination. Oh, how I strove to make her happy!
 - (B) MATILDA: Flowers?! How humiliating it would be to appear so shabby among the most elegant women of Paris.
 - (C) JEANNE: How I wish you had come and told me the truth.
 - (D) MATILDA: Where will we get the money?
3. At the end of the play, Stage Manager 2 says, “Matilda stands aghast as the curtain falls.” Which of the following is most similar in meaning to *aghast* as it is used in that sentence?
 - (A) seized with terror
 - (B) burning with rage
 - (C) shocked and horrified
 - (D) delightfully surprised
4. Situational irony is a contradiction between what is expected and what occurs. Which of the following is an example of situational irony?
 - (A) Pierre gives Matilda money for a new dress, even though they can’t really afford it.
 - (B) Matilda refuses to go to the ambassador’s ball without jewelry; she ends up wearing a diamond necklace to the ball.
 - (C) The necklace that Matilda and Pierre go into debt to replace turns out to be of little value.
 - (D) Matilda and Pierre have a maid, but they have to fire her.
5. In Scene 7, Matilda says, “I am but a shell of that woman.” What is another way she could expressed this idea?
 - (A) My experiences have made me a better person.
 - (B) My struggles have crushed my spirit.
 - (C) I have lost a great deal of weight.
 - (D) I no longer care what others think of me.
6. According to the definition of *status symbols* on page 16, all of the following objects in the play are status symbols EXCEPT
 - (A) the diamond necklace.
 - (B) Jeanne’s collection of jewels.
 - (C) Matilda’s dress for the ambassador’s ball.
 - (D) Matilda’s coat.

Constructed-Response Questions



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

7. Three times during the play, Matilda looks at herself in the mirror. What does each of these scenes at the mirror reveal about her character?
8. Explain how the loss of the necklace affects Matilda. What other person or people does it affect? Support your answer with details from the story.

Name: _____ Date: _____

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

Section 1: Characters

1. For the characters of Matilda, Pierre, 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. MATILDA is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. Give an example of something Matilda says or does. What does it reveal about her character?

3. Give two examples of **indirect characterization** of Pierre. Explain what each reveals about him.

4. Explain the role of Old Pierre. What does his presence add to the play?

Section 2: Setting

5. Where and when does the story take place? _____

6. In what ways could the time and place in which Matilda lived have affected her life? You may use information in the captions on pages 13 and 15 in your answer. _____

7. Compare the homes in which Matilda and Pierre live at the beginning and at the end of the play. Use text evidence to support your answer.

Section 3: Symbolism

8. **Symbolism** is the use of symbols: objects, settings, events, animals, or people that represent something (an idea, a feeling, etc.) beyond what they are literally. What does the necklace symbolize?

Section 4: Plot

9. Find an example of **foreshadowing** in the play. What does it suggest will happen?

10. What is the **climax** of the story? Support your answer with text evidence.

11. Explain how *The Necklace* is an example of **situational irony**. Support your answer with text evidence.

The Necklace

Pronunciation Guide to French Names and Words

Matilda Loisel: mah-TEEL-duh lwa-ZELL

Pierre Loisel: pyehr lwa-ZELL

Marie-Claire: mah-ree-KLEHR

Jeanne Forestier: juhn foh-rehst-ee-AY

Madame: mah-DAHM

Monsieur: muh-SYUH

Bonjour: bohn-ZHUR

Merci: mehr-SEE

Oui: wee

Franc: fronk

Pardonnez-moi: pahr-doh-nay-MWAH

Palais-Royal: pah-LAY rwah-YAHL

Champs-Élysées: shah zay-lee-ZAY

**Go to Scope Online
to listen to these
names and words
pronounced aloud!**

Poor Matilda Contest

Who or what is to blame for Matilda's suffering? Answer this question in a short essay. Use text evidence to support your answer. Five winners will each get a copy of *Splendors and Glooms* by Laura Amy Schlitz.

Entries will be judged on:

- | | |
|---------------------------------|--------------------------------------|
| ⇒ a clearly stated central idea | ⇒ good organization and transitions |
| ⇒ use of supporting evidence | ⇒ grammar, spelling, and punctuation |

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: Poor Matilda Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 22, 2015!

Name: _____ Date: _____

Find the Text Evidence

Directions: Read “Yes, Aliens (Probably) Exist” and “Disaster at the Speed of Sound,” then read the questions below carefully. Some will ask you to select or find pieces of text evidence—that is, details in the articles—that support a statement we provide. Others will ask you to support your own statement with text evidence.

1. Choose THREE pieces of text evidence from “Yes, Aliens (Probably) Exist” that best support the statement below.

Scientists may be getting close to discovering life on other planets.

- Ⓐ “The idea of aliens has always captivated us.”
- Ⓑ “To support life as we know it, a planet must meet certain criteria.”
- Ⓒ “Just this past April, astronomers discovered the first Earth-sized planet in a habitable zone . . .”
- Ⓓ “‘I think in the next 20 years, we will find out we are not alone in the universe,’ says Kevin Hand, the deputy chief scientist for solar system exploration at NASA’s Jet Propulsion Laboratory.”
- Ⓔ “Hubble circles Earth every 97 minutes as its powerful camera takes pictures . . .”
- Ⓕ “So far, *Kepler* has helped astronomers discover 4,200 potential planets, nearly 1,000 of which have been confirmed.”

2. Choose one piece of evidence that BEST supports the statement below. Then complete the sentence to explain why you made that choice.

The search for extraterrestrial life requires complex equipment.

- Ⓐ “In their search for Goldilocks planets, astronomers have so far studied only a tiny number of stars. But groundbreaking discoveries have already been made.”
- Ⓑ “Hubble circles Earth every 97 minutes as its powerful camera takes pictures, which end up at the Space Telescope Science Institute in Baltimore, Maryland.”
- Ⓒ “In any case, finding life elsewhere in the universe would be one of the most important and mind-boggling scientific discoveries of all time.”

I chose ____ because _____

3. Below is a conclusion drawn from "Disaster at the Speed of Sound" along with two pieces of supporting evidence. Find one more piece of evidence and write it on the lines below.

Space travel is incredibly difficult and dangerous.

- Ⓐ "... 18 astronauts have died in space flight since the 1960s."
- Ⓑ "A spacecraft like *SpaceShipTwo* must be light and nimble but strong enough to withstand the explosive forces of launch and speeds that can top 800 mph."
- Ⓒ _____

.....

4. Read the lines from both articles below. Write a statement that they support.

- Ⓐ "Or perhaps, when Americans looked at the sky, they were simply ready to believe that there is life out there."
- Ⓑ "If all had gone smoothly, Virgin Galactic would now be closer to its dream of taking paying passengers—'space tourists'— on a 2.5-hour journey to the edge of outer space."
- Ⓒ "Unlocking the mysteries of outer space, many say, could help us solve problems on Earth."

.....

5. Now it's your turn. Write a statement based on one of the articles or on both. Then list three pieces of text evidence that support that statement.

- Ⓐ _____
- _____
- Ⓑ _____
- _____
- _____
- Ⓒ _____
- _____

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and there are often multiple text structures in one piece of writing.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Yes, Aliens (Probably) Exist."

1. The author uses description in the first section of the article. What does the author describe? Find three examples of sensory details in this section.

2. What is another text structure used in the first section? Explain.

3. What is the purpose of the section "So Many Stars"?

Description or List
includes details to help you picture or get to know a person, a place, a thing, or an idea.

Cause and Effect
explains *why* something happened (cause) and *what* happened as a result (effect).

Problem and Solution
presents a problem and explains how it is solved.

Compare and Contrast
presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places.

Sequence of Events
describes events in the order in which they happened. This is also called chronological order.

4. How does the author organize the information in the section "Earth 2.0"? Which words or phrases help you identify the structure?

5. Reread the section "The Hunt for Distant Planets." Which text structure does the author use in this section? Support your answer with examples from the text.

The following questions refer to the article "Disaster at the Speed of Sound."

6. The first two sections describe two space disasters. In the section "Two Disasters," what is another text structure the author uses?

Explain how you know.

7. Identify the text structure of the section "A National Priority?"

Explain how you know.

Name: _____ Date: _____

Close-Reading Questions

"Yes, Aliens (Probably) Exist"

1. Consider the first section. Why might the author begin with this event? Where and how does she answer the two questions she poses at the end of the section? (author's craft, text structure)
2. Describe the relationship between Goldilocks planets and the search for extraterrestrial life. (key ideas and details)
3. How does the author support the idea that life likely exists on other planets? What does she state directly and what does she imply? (inference, text evidence)
4. What is the author's attitude toward space exploration? What words, phrases, and details reveal this attitude? (tone)

Name: _____ Date: _____

Close-Reading Questions

"Disaster at the Speed of Sound"

1. Identify details about money in the text. Why does the author include these details? (author's craft)

2. What is the author's attitude toward space exploration? What words, phrases, and details reveal this attitude? (tone)

Critical-Thinking Questions

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Name: _____ Date: _____

Vocabulary:

"Yes, Aliens (Probably) Exist"

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

- 1. astrobiologist (as-troh-by-AWL-uh-jist)** *noun*; a scientist who studies the possibility of life elsewhere in the universe

 - **example:** Jessica, who loves science and is absolutely fascinated by the idea of life on other planets, wants to be an astrobiologist when she grows up.
- 2. astronomer (ah-STRON-uh-mer)** *noun*; a scientist who studies the universe and the celestial bodies (such as planets and stars) within it

 - **example:** Astronomers have discovered a star that was created at the same time as our sun.
- 3. criteria (cry-TEER-ee-uh)** *plural noun*; standards for judging or evaluating something. (The singular form of criteria is *criterion*.)

 - **example:** My dad and I agree that the criteria for choosing a school should include the quality of the classes and the variety of extracurricular activities. We disagree about whether the quality of the food served in the cafeteria should be a criterion.
- 4. deploy (dih-PLOY)** *verb*; 1. to spread out, open up, or arrange for a specific purpose; 2. in the military: to place in battle formation

 - **example 1:** Luckily, the landing gear deployed and the emergency landing went smoothly.
 - **example 2:** The general deployed his troops along the border.
- 5. dub (dub)** *verb*; 1. to give a name or title to; 2. to lightly tap the flat side of a sword to the back of someone's shoulders as part of a ceremony that makes that person a knight

 - **example 1:** Carly dubbed her brother "Pizza Pit" after watching him eat six slices in a row.
 - **example 2:** Lancelot knelt before King Arthur, preparing to be dubbed.
- 6. extraterrestrial (ek-struh-tuh-RES-tree-uhl)** 1. *adjective*; coming from or existing outside the Earth or its atmosphere; 2. an extraterrestrial being

 - **example 1:** There must be extraterrestrial life. How could Earth be the only planet with life?
 - **example 2:** Michael read a science fiction novel about extraterrestrials landing in California.
- 7. habitable (HAB-it-uh-buhl)** *adjective*; suitable to be lived in

 - **example:** The house was too dilapidated to be habitable.

8. light-year (LYT-yeer) *noun*; 1. a unit for measuring the distance in space: the distance light travels in one year (5,880,000,000,000 miles); 2. a very great distance, especially in progress or development

- **example 1:** Astronomers use light-years to measure distance because the universe is so huge.
- **example 2:** She was light-years ahead of me in algebra.

9. majestic (muh-JEH-stik) *adjective*; stately, dignified, or grand

- **example:** The theater lobby was majestic, with a wide marble staircase and several chandeliers.

10. nimble (NIM-buhl) *adjective*; 1. able to move quickly and lightly; able to move with ease; 2. quick to learn and understand things

- **example 1:** Marc's nimble fingers flew over the piano keys.
- **example 2:** Andrew is a nimble thinker; I explained our problem, and he quickly thought of several possible solutions.

11. orbit (OR-bit) 1. *verb*; move in a curved path around something; 2. *noun*; the curved path that something takes as it moves around something else. (*Orbit* is usually used to describe the path of a planet, star, or other body in space around another, but it can be used to describe anything that makes a curved path around something else.)

- **example 1:** It takes 365 days for Earth to orbit the sun.
- **example 2:** Astronauts have not traveled beyond Earth's orbit since 1972.

12. propulsion (pruh-PUHL-shun) *noun*; the force that moves something onward or forward

- **example:** The wind provides propulsion for a sailboat.

13. _____ (_____) _____
 _____ ; _____

• **example:** _____

14. _____ (_____) _____
 _____ ; _____

• **example:** _____

Vocabulary Practice:

"Yes, Aliens (Probably) Exist"

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

WORD BANK		
astrobiologist	deployed	light-years
astronomer	extraterrestrial	nimble
criteria	habitable	majestic

1. My little sister is _____ ahead of me in *Minecraft*. She can build an entire castle faster than I can lay a single brick!
2. When our dog ran away, my mom _____ a team of volunteers to search for him.
3. It was a lot of work, but I scrubbed and sanded the rabbit cage until it was _____.
4. When _____ discover a new planet, they must follow certain rules about how to name it.
5. The judging is based on five _____: overall performance, audience response, stage appearance, originality, and personality.
6. Professional soccer players have to be physically *and* mentally _____.
7. The Egyptian pyramids are _____ and awe-inspiring. They're definitely worth the trip!
8. If you have a question about _____ life, you should ask my dad. He's a(n) _____.

Directions: Underline the boldface word that best completes the sentence.

9. Fish use their fins and tails for **propulsion/criteria**.
10. Megan and Chris **deployed/dubbed** Aaron "Best Babysitter Ever."
11. Our dog slowly **orbited/deployed** the cat, curious but afraid to get too close.
12. "I guess this place is **majestic/habitable**," said Lucas, "but it isn't very nice."

Name: _____ Date: _____

“Yes, Aliens (Probably) Exist” Quiz

Directions: Read “Yes, Aliens (Probably) Exist” and “Disaster at the Speed of Sound.” Answer the questions below.

1. Which of the following best describes the first section of “Yes, Aliens (Probably) Exist”?

- (A) The author imagines what it would be like if aliens landed in New York City.
- (B) The author describes an event from 1938 when many people mistakenly believed that aliens had landed in New York City.
- (C) The author describes an event from 1938 when aliens landed in New York City.
- (D) The author summarizes the history of our search for extraterrestrial life.

2. Choose the word or phrase that would best replace *support* as it is used in the following sentence from page 18: “To support life as we know it, a planet must meet certain criteria.”

- (A) verify
- (B) hold up
- (C) sustain
- (D) defend as true

3. Why does Lauren Tarshis call Kepler-186f “the closest we have come to finding Earth’s twin”?

- (A) The two planets are home to many of the same plants and animals.
- (B) Kepler-186f has continents similar in shape and size to the continents on Earth.
- (C) Scientists believe that Kepler-186f is approximately the same age as Earth.
- (D) The two planets are similar in size and temperature.

4. Choose the pair of words that best expresses how the author of “Disaster at the Speed of Sound” characterizes space exploration.

- (A) exciting, important
- (B) risky, necessary
- (C) costly, pointless
- (D) dangerous, expensive

5. Choose the pair of statements that best supports your answer to question 4.

- (A) “Minutes into its flight, *SpaceShipTwo*, traveling at the speed of sound, blew apart” and “The International Space Station cost \$150 billion.”
- (B) “The Kepler telescope mission cost \$600 million” and “Then again, our government already has many priorities . . .”
- (C) “But the test flight on October 31, 2014, was a disaster . . .” and “Some, like Orbital Sciences, receive money from NASA.”
- (D) “*SpaceShipTwo* landed in thousands of pieces scattered across California’s Mojave Desert” and “Never before have scientists been more convinced that there is life on other planets.”

6. Which idea do both articles include?

- (A) Scientists say we may find life on other planets.
- (B) There may be better uses for our country’s time, effort, and money than space exploration.
- (C) Finding life on another planet would be among the most important discoveries ever made.
- (D) Space exploration is dangerous.

Constructed-Response Questions

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

7. What is the tone of “Yes, Aliens (Probably) Exist”? What words, phrases, and details help create this tone?

8. Both Lauren Tarshis and Peter Ajian write about space exploration, but with different purposes. Compare the purposes of the two articles. Use text evidence to support your answer.

Name: _____ Date: _____

“Yes, Aliens (Probably) Exist” Quiz

Directions: Read “Yes, Aliens (Probably) Exist” and “Disaster at the Speed of Sound.” Answer the questions below.

1. Which of the following best describes the first section of “Yes, Aliens (Probably) Exist”?

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- (B) The author describes an event from 1938 when many people believed that aliens had landed in New York City.
- (C) The author describes an event from 1938 when aliens landed in New York City.
- (D) The author summarizes the history of the search for extraterrestrial life.

2. Choose the phrase that would best replace *support life* as it is used in the following sentence from page 18: “To support life as we know it, a planet must meet certain criteria.”

- (A) confirm that life exists
- (B) hold the weight of living beings
- (C) keep life going
- (D) defend the truth of life

3. Why does Lauren Tarshis call Kepler-186f “the closest we have come to finding Earth’s twin”?

- (A) The two planets are home to many of the same plants and animals.
- (B) Kepler-186f looks exactly like Earth.
- (C) Kepler-186f is about the same age as Earth.
- (D) The two planets are similar in size and temperature.

4. Which of the following is a way that the author of “Disaster at the Speed of Sound” describes space exploration?

- (A) It’s old-fashioned.
- (B) It’s necessary.
- (C) It’s pointless.
- (D) It’s expensive.

5. Choose the statement that best supports your answer to question 4.

- (A) “The International Space Station cost \$150 billion.”
- (B) “Then again, our government already has many priorities . . .”
- (C) “But the test flight on October 31, 2014, was a disaster . . .”
- (D) “Never before have scientists been more convinced that there is life on other planets.”

6. Which idea do both articles include?

- (A) Scientists say we may find life on other planets.
- (B) There may be better uses for our country’s time, effort, and money than space exploration.
- (C) Finding life on another planet would be among the most important discoveries ever made.
- (D) Space exploration is dangerous.

Constructed-Response Questions

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

7. What attitude toward space exploration does the author of “Yes, Aliens (Probably) Exist” express? What words, phrases, and details does she include that convey this attitude?

8. How does Peter Ajian support his statement that “blasting into space has always been risky”? Include two pieces of evidence in your answer.

Space Contest

Should we continue exploring space? Answer this question in a short argument essay, using details from both texts to support your ideas. Five winners will each receive *Stuck on Earth* by David Klass.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

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: Space Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 22, 2015!

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.
Tone is conveyed through the author's word choices and the details that he or she includes.

Directions: Read "Attention Shoppers: You Are Being Stalked!" and "High-Tech Tools Help Stores—and Shoppers." Then answer the questions below to explore the tone of each article.

"Attention Shoppers: You Are Being Stalked!" by Joshua Peters

1. Word choice helps create tone. List words and phrases that reveal Joshua Peters's opinion of stores tracking shoppers. We've listed two for you.

creepy
manipulate

2. Summarize Peters's opinion of stores tracking shoppers.

3. Why do you think Peters addresses the reader directly?

"High-Tech Tools Help Stores—and Shoppers"

by Karla Givens

4. Word choice helps create tone. List words and phrases that reveal Karla Givens's opinion of stores tracking shoppers. We've listed two for you.

customize bargains

save your favorite store

5. Summarize Givens's opinion of stores tracking shoppers.

6. Reread the conclusion. What feeling does the author leave you with?

Both Articles

7. Which facts are stated in both articles? How are these facts used differently by each author?

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the "Yes!" and "No!" articles develop their arguments. We've filled in some information for you.

	Joshua Peterson	Karla Givens
line(s) that express the central idea, or central claim	"Unbeknownst to shoppers, stores across the U.S. are using spying tools to gather information about millions of their loyal customers." (p. 22)	
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument		"Some people object to customer tracking, saying that it's a form of spying." (p. 23)
line(s) that contain the rebuttal to the counterargument		

Words for Spying

Brainstorm words related to watching other people. Type or write them in the box.

Featured Vocabulary

The following words (or forms of them) appear in bold in “Should Stores Be Allowed to Spy on You?” Find each word in the text and have a volunteer read aloud the sentence in which it appears. As a class, discuss what the word means. Then click to reveal a definition.

data gathering [DAY-tuh GATH-er-ing]; *noun*

Definition: *Data* is information—facts about something that can be used to analyze it or make decisions. (*Data* is a plural noun; the singular form is *datum*.) So *data gathering* is collecting information about something. This collection is done in an organized way so that it can be used to test ideas, answer research questions, etc.

- * Data gathering is an important step in any kind of research.
- * Data gathering could be done through surveys, by tracking website clicks, or in many other ways.

monitor [MON-uh-tur]; *verb or noun*

Definition: As a verb, *monitor* means to watch or check over a period of time.

Used as a noun, *monitor* refers to a person or a device that keeps track of or watches people, machines, or a situation, usually to make sure that everything is OK. *Monitor* can also refer to the visual display part of a computer (the screen).

- * A researcher might monitor the quality of pond water.
- * A veterinarian might tell you to monitor your cat’s behavior while she is recovering from surgery.
- * A hospital patient might be hooked up to a heart monitor, which shows the rhythm of his heartbeat and sounds an alarm if anything is wrong.
- * A student might be given the job of hall monitor, meaning it is his or her job to make sure everyone is following the rules.

privacy [PRY-vuh-see]; *noun*

Definition: If you have privacy, you are out of the sight and hearing of others. No one is observing or disturbing you. *Privacy* can also mean that your personal information remains secret.

- * If Ann wants privacy, she could close her bedroom door.
- * If a photographer hides in the bushes and secretly takes pictures of an actress on vacation with her family, the actress might accuse the photographer of violating her privacy. (And who could blame her?)
- * If a journalist changes the name of someone in an article he or she is writing, the journalist is protecting that person's privacy.

spy [spy]; *verb or noun*

Definition: As a verb, *spy* means to watch someone secretly in order to gather information—usually, for unfriendly reasons. When used this way, *spy* is followed by *upon*, *on*, or *into*. *Spy* can also mean “see” or “catch sight of,” as in, “I spy something red.”

As a noun, *spy* means—you guessed it—a person who spies. *Spy* often refers to a person who secretly gathers information for one country about another country.

- * If you want to spy on Karla, you might wear a disguise, follow her into a movie, and sit behind her.
- * If you spy your friend Dave at a movie, you might call out, “Hi, Dave!”
- * If a woman working for Company A gets a job with Company B so that she can secretly send information about Company B back to Company A, she is a spy!

stalk [stawk]; *verb*

Definition: To *stalk* can mean to hunt slowly and quietly, to follow someone in a constant, obsessive way, or to walk in a stiff, angry, or proud manner.

- * A cat might stalk a mouse.
- * A fan might stalk a celebrity, following the celebrity around in a creepy, threatening way.
- * A friend might stalk out of the room if you offend him.

surveillance [sur-VAY-luhns]; *noun*

Definition: If someone is under surveillance, he or she is being closely watched or monitored. The word *surveillance* is often used to describe the observation of someone suspected of having done something wrong. Surveillance can also be used to prevent crime, identify criminals, gather information, or protect someone.

- * If Mr. X is suspected of doing something illegal, he might be placed under police surveillance.
- * A gas station may hang a surveillance camera near the cash register to discourage crime. If that fails and a crime is committed anyway, the gas station may be able to use surveillance footage to identify the criminal.
- * A store might conduct surveillance of its customers to gather information about their shopping habits.

track [trak]; *noun or verb*

Definition: *Track* can refer to a mark or evidence left by someone or something that has gone by, or to any sort of line or route along which something travels.

To track can be to follow or monitor tracks—that is, to follow the traces or marks that someone or something has left behind—perhaps with the goal of finding that person or thing. You can also use *track* to mean that you are making tracks.

- * You can ride a train that runs on tracks.
- * If relatives are traveling by plane, you might be able to track their flight online. In other words, you might be able to check the progress of their plane as it flies.
- * You can look for moose tracks on the forest floor, or you can track a moose by following the trail it leaves.
- * If you have tracked mud across the kitchen floor, you have left a trail of mud on it.

Picture Quiz

Working in groups, read the paragraphs that go with the photos and the questions that follow them. Discuss which answers you think are best. Note that there are not necessarily “right” or “wrong” answers to all of the questions.



Olivia (in blue) and Amy are hanging out at The Last Drop, a local coffee shop. What they don't know is that the guy at the end of the counter is only pretending to look at his phone; really, he is doing his best to hear what Olivia and Amy are saying. He was hired to follow Olivia and report back information about her activities.

1. Which of the following sentences do you think BEST describes what the man at the end of the counter is doing? What is the subtle difference in meaning between the three sentences?

- A.** He is spying on Olivia.
- B.** He is stalking Olivia.
- C.** He is monitoring Olivia.

2. Which of the following sentences applies to Olivia? (You may choose more than one.) Why?

- A.** Her privacy is being violated.
- B.** She is being tracked.
- C.** She is being monitored.



This is Mark. He works at a baseball stadium. His job is to watch the feeds from security cameras that are placed throughout the stadium.

- 3. Which of the following describes what Mark does at work? (You may choose more than one.) Why?**
- A.** He watches surveillance videos.
 - B.** He monitors the stadium.
 - C.** He spies on baseball fans.
- 4. What is Mark looking at in the photo?**
- A.** a monitor
 - B.** a stalk
 - C.** a track

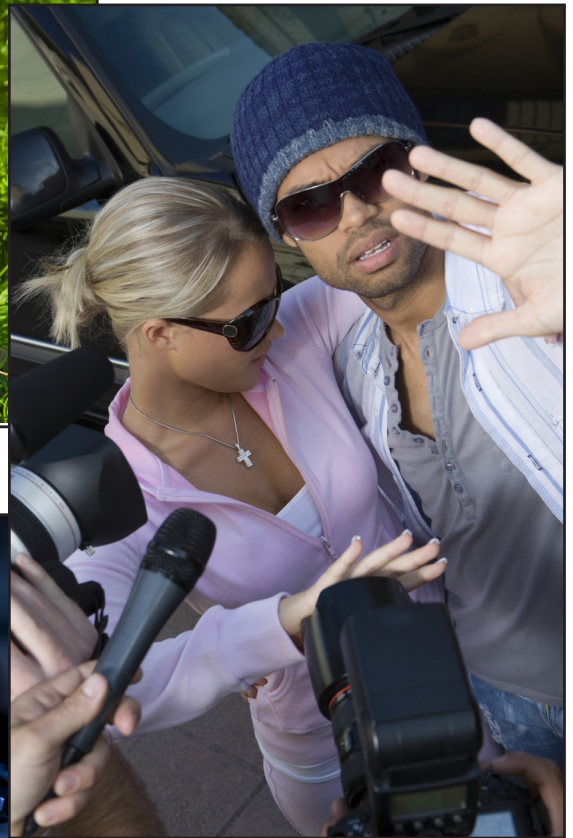
.....

Lets say that Mark gets a new job, working for a company that is studying how the stadium affects the local community. He joins a team that collects information about how the stadium affects local businesses, residents, and traffic.

- 5. Which of the following describes what Mark does now? (You may choose more than one answer.) Explain.**
- A.** data gathering
 - B.** surveillance
 - C.** stalking

You Write the Caption

Choose one of the photos below. Write a super-short story (one to three paragraphs) using a form of as many of the words at the bottom of the page as possible.



Words: data gathering, monitor, privacy, spy, stalk, surveillance, track

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Stores Be Allowed to Spy on You?" Complete the scavenger hunt on page 23. Then follow the steps below to write an essay explaining your opinion on whether or not stores should be allowed to use cell-phone tracking to monitor customers while they shop.

STEP 1: DECIDE WHAT YOU THINK

Should stores be allowed to use cell-phone tracking on their customers? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will support in your essay. Or write your own opinion in the space provided.**

☐ Yes! It can improve my shopping experience. ☐ No! It is a violation of my privacy.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the elements that you found for the scavenger hunt on page 23 support your opinion? What are other points that support your opinion? List at least three supporting details here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think stores should not be allowed to use cell-phone tracking, summarize the strongest arguments of those who disagree with you. Alternatively, if you think it is OK for stores to use cell-phone tracking, summarize the main reasons that some people are against it.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your 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). **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 a store did something to enhance your shopping experience.
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 your readers a question that reflects your point of view about stores and surveillance. One way you could structure your question is like this: "What gives stores the right to _____?"

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, that people disagree over whether stores should be allowed to use cell-phone tracking to monitor their customers while they shop.

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 or not stores should be allowed to use cell-phone tracking. You will use what you wrote on the first two pages of this activity.

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether stores should be allowed to monitor their customers. (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 several 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.

SKILL: Essay Writing

Great Transitions

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

If you are adding information or showing similarity between ideas:

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

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

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

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

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

If you want to show cause and effect:

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

If you want to add emphasis:

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

Adjectives and Commas

Sometimes we use two or more adjectives in a row to describe the same noun. For example:

1. A friendly, gentle robot lives with the family across the street.

⇒ Both *friendly* and *gentle* describe *robot*.

2. The harsh winter storm is finally over.

⇒ Both *harsh* and *winter* describe *storm*.

Take a look at the punctuation in those two examples. In example 1, there is a comma between the two adjectives. In example 2, there is not. Why? Because example 1 contains what are known as *coordinate adjectives*, while example 2 contains *noncoordinate adjectives*.

Coordinate adjectives have the same importance in the sentence. Noncoordinate adjectives do not—one adjective has more importance than the other(s). If you aren't sure whether two or more adjectives have the same importance in a sentence, there are two simple tricks to help you figure it out:

Trick 1: The "And" Trick

If you can put the word *and* between the two adjectives, and the sentence makes sense and has the same meaning, then the adjectives are coordinate (and need a comma between them).

1. A friendly and gentle robot lives with the family across the street.

⇒ This means the same thing as the original version of the sentence, so *friendly* and *gentle* are coordinate adjectives.

2. The harsh and winter storm is finally over.

⇒ This sounds weird, right? That's because this sentence is about a *winter storm*—not just any storm. So in this sentence, the two adjectives are noncoordinate, because *winter* is more important than *harsh*.

Remember: If you can add an *and*, you need a comma.

Trick 2: The Switch Trick

If you can switch the order of the adjectives and the sentence makes sense and has the same meaning, then the adjectives are coordinate (and need a comma between them).

1. A gentle, friendly robot lives with the family across the street.

⇒ This means the same thing as the original version of the sentence. The adjectives are coordinate.

2. The winter harsh storm is finally over.

⇒ Huh? What is a "winter harsh storm"? When you switch the order of the adjectives in this sentence, it no longer makes sense. *Harsh* and *winter* are noncoordinate.

Remember: If you can switch the order, you need a comma.

An activity on using commas with adjectives begins on the next page.

Directions: Read each pair of sentences below. Place a check mark in front of the sentence in which the commas between adjectives are used correctly.

1. A ____ Jenna has many young friends.
B ____ Jenna has many, young friends.
2. A ____ I knew it would be a long, boring day.
B ____ I knew it would be a long boring day.
3. A ____ They lived in an old brick house.
B ____ They lived in an old, brick house.
4. A ____ My dad makes tasty Mexican food.
B ____ My dad makes tasty, Mexican food.
5. A ____ John invented a simple plastic tube that changed the world.
B ____ John invented a simple, plastic tube that changed the world.
6. A ____ My little sister loves her new red silk pajamas.
B ____ My little sister loves her new, red, silk pajamas.

Directions: Read each sentence below. Insert commas between coordinate adjectives.

7. It was only a matter of time before the aggressive green aliens tried to take over the government.
8. It's not every day that we get to visit a working dairy farm.
9. Two enormous moving vans showed up on their doorstep.
10. My dog, Bear, is the most loyal loving friend I could ever ask for.
11. Your story about the hairy poisonous spiders gave me nightmares!
12. Isabelle wore high-heeled black tap shoes for her performance.

Name: _____ Date: _____

Information Overload!

When you're writing an essay, each paragraph should have a main idea. All the sentences in the paragraph should support that main idea, be based in text evidence (not opinion), and have a similar tone to the rest of the paragraph. *Extraneous information* is unrelated to your main idea or overly personal—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 their paragraph.

A Civilized Classroom

What if you went to a school where *you* wrote the rules? Eighth-graders at the Santa Fe School for the Arts and Sciences in New Mexico do exactly that. Every year, the eighth-graders create their own constitution—a handful of schoolwide laws. In addition to helping write the constitution, each eighth-grader chooses a mentor who works in a career field of interest to the student.

The student lawmakers all agree that their goal is to make their school a safer and more comfortable place to learn. But sometimes, deciding exactly how to do that can take a bit of time. Before a law is added to the constitution, the lawmakers vote on it—and the vote must be unanimous for a law to be approved. Discussions about proposed laws

can go on for days or even weeks. To come to an agreement, the students must master the art of compromise. Because the school is arts-focused, students sometimes write and perform their own plays or stories based on important events in history.

Once the constitution is final, copies of it are posted along the walls of the school so that the students' promises to one another are never out of sight. That's a good idea.

The middle-school students also work to help make the school more energy-efficient. These students have the power to turn their school into a sanctuary, and they gladly accept the challenge. Each week, students do two hours of community service. "If there's a law that we regret later," says a student named Vincent, "we have only ourselves to blame."

Name: _____ Date: _____

Practicing Parallelism

Parallelism means using the same pattern of words to show that two or more ideas are equally important. When used properly, parallelism can also add rhythm and style to a piece of writing. Parallel structure can be used with words, phrases, or clauses.

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

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

Example 2: **Incorrect:** After the fire drill, the teacher praised her students for paying attention and their orderly behavior.
(*Paying attention* and *orderly behavior* are not the same grammatical forms.)

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

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

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

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

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

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

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

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

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

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

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

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

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

11. Giving is better than to receive.

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

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

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

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

Name: _____ Date: _____

Can We Agree?

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

If the subject is singular, use a singular verb. If the subject is plural, use a plural verb:

Adam *sings* beautifully.

The fuzzy ducklings *were* waiting for their mother.

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

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

Jay and Ellie *finish* the race.

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

Ten dollars *is* a lot of money for a sandwich!

Three hours *is* too long for a movie.

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

Mom or Dad *is* taking me to the mall to shop tomorrow.

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

Our group *performs* the best dance every year.

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

Everyone *is* anxious to hear how you're feeling.

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

The majority of my classmates are going to the same high school.

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

1. Mondays and Tuesdays (is / are) the best days for me to take after-school classes.
2. What flavors of ice cream (do / does) you have in your freezer?
3. A school of dolphins (was / were) jumping in and out of the water as we sailed by.
4. Fifty dollars (are / is) probably all you need to buy a new pair of shoes.
5. Riley's family (is / are) waiting for her out front.

6. If everyone else (want/wants) to see the scary movie, then I'll go.
7. Unlike Mara, neither Sadie nor Paige (like/likes) spicy food.
8. No one in my family (watches/watch) that show.
9. Each (take/takes) a turn steering the speedboat.
10. The use of notes (is/are) prohibited during a test.

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

11. The (plant/plants) on that shelf desperately needs to be watered.
12. (Josie/Josie and her puppy) lives down the street from me.
13. (Everyone/You) wants dessert?
14. In addition to the school nurse, (the principal/the principal and my teacher) has urged us to get flu shots.

Directions: For each sentence below, check one of the boxes to indicate whether the verb in *italics* is correct or incorrect. Then explain why that verb is correct or incorrect.

15. "Kids," yelled my mom, "*has* anyone fed the puppy yet?" ☐ correct ☐ incorrect

Explanation: _____

16. Leah or Sara *are* probably going to get a part in the play. ☐ correct ☐ incorrect

Explanation: _____

17. Each of those pies *looks* delicious, but I'm saving my appetite for supper. ☐ correct ☐ incorrect

Explanation: _____

Name: _____ Date: _____

Vary Your Words

When you encounter the same word over and over again in a paragraph, you start to lose interest, right? Word variation can really spice up your writing. Consider the following paragraph:

I had a **great** time with my family on Saturday. My dad made us a **great** breakfast of blueberry pancakes. Then we all went to the park. The weather was **great**, and our dog, Robert, had a **great** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **great**! For supper, we ordered pizza from Famiglio's. Their pizza is **great**!

The word *great* appears in that paragraph six times! That's not so great. Here are two things you can do to make the paragraph more interesting:

1. Look for places where you can be more specific. For example, was the breakfast enormous, delicious, your favorite? Was the weather warm and sunny? Clear and brisk? Was the movie exciting, funny, sad?
2. Use a thesaurus to find words that have the same or a similar meaning as *great*, and replace the *greats* with those words. NOTE: A thesaurus is a great tool to use to help you find words to replace *great*. Just remember that the thesaurus usually provides words that have *similar* meanings, not necessarily the *same* meanings—so be sure to look up the meanings of unfamiliar words.

Here's an example of how the paragraph above could be improved:

I had a **wonderful** time with my family on Saturday. My dad made us a **delicious** breakfast of blueberry pancakes. Then we all went to the park. The weather was **sunny and warm**, and our dog, Robert, had a **fabulous** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **hilarious**! For supper, we ordered pizza from Famiglio's. Their pizza is **the best in town**!

Directions: Read the paragraph below. Then rewrite it, looking for places where you can be more specific or substitute other words for any form of *walk*.

Greg had **walked** past the old abandoned house many times, but he had never been brave enough to **walk** in. Today, he summoned his courage and **walked** up the rickety front steps. He had barely put his hand on the door when it swung open. Greg **walked** in. It was very dark, and everything was covered in a thick layer of dust—so thick that Greg left footprints in it as he **walked** around. He decided to **walk** up the stairs. About halfway up, he thought he heard someone **walking** behind him. He spun around. No one was there. Nevertheless, Greg decided it was time to go. He **walked** quickly down the stairs, out the front door, and all the way home.

Name: _____ Date: _____

Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

Directions: Complete the chart so that clues from "Girls Can't Play!" and "Why Women Should Play" are listed on the left, and inferences you can make from those clues are listed in the column on the right. We have provided some of the clues and inferences; answer the questions or follow the directions that appear in italics to fill in what's missing.

1. "Girls Can't Play!"

Clues	Inference
<ul style="list-style-type: none"> "Need an outfielder?" I called over. Timmy shaded his eyes and scowled. "You mean . . . you?" (p. 27) 	<i>What can you infer is Timmy's attitude about Hazel's playing ball? Explain why he might feel this way.</i>
<ul style="list-style-type: none"> I pulled the glove off my hand and stomped back inside, shivering less at the late afternoon chill than at the nerve of them. (p. 28) 	<i>How does Hazel feel about being told she can't play?</i>
<i>Find two examples from "Girls Can't Play!" that support the inference on the right.</i>	<ul style="list-style-type: none"> Some people believed that Jackie Mitchell was not capable of pitching on a men's team.

1. "Girls Can't Play!" (continued)

Clues	Inference
<ul style="list-style-type: none"> • The third time, he missed again—and, looking huffy, called the umpire over to inspect the ball. (p. 30) • Ruth flung his bat in anger and disgust, then stomped off the field in a snit. (p. 30) 	<p><i>How does Babe Ruth feel about Jackie Mitchell?</i></p>
<ul style="list-style-type: none"> • I have never been prouder of someone in my whole life than I was of Jackie Mitchell at that moment. (p. 30) • I slid my fingers in, closing my eyes and picturing Jackie standing tall on the field the day before. I stepped out into the backyard with my shoulders thrown back and head held high. (p. 30) 	<p><i>Why was Jackie's success so significant to Hazel?</i></p>
<p><i>Find an example from "Girls Can't Play!" that supports the inference on the right.</i></p>	<ul style="list-style-type: none"> • When stereotypes are discredited, people may change their perceptions.

2. "Why Women Should Play"

Clues	Inference
	<i>How did Mo'ne Davis defy a stereotype?</i>
<ul style="list-style-type: none"> "If you tell a girl she can't play baseball, what else will she believe she can't do?" 	<i>Make an inference about what pitcher Justine Siegal meant by this.</i>

Synthesize

When the baseball commissioner voided Jackie Mitchell's contract, what effect do you think this had on Hazel?

How have stereotypes about women in sports changed since the 1930s?

Name: _____ Date: _____

Close-Reading Question

"Why Women Should Play"

1. The author states that some experts predict a woman will play on a Major League Baseball team one day soon. What evidence does she give to support that prediction? (supporting evidence)

Name: _____ Date: _____

Critical-Thinking Questions

"Girls Can't Play!" and "Why Women Should Play"

1. In her essay, Shotz states that the first woman who plays on a Major League Baseball team will have a major impact "far beyond, even, the sport of baseball." What does she mean?

2. What is a role model? How are Jackie Mitchell and Mo'ne Davis role models?

SKILL: Vocabulary Acquisition, page 1 of 4

DIY Vocabulary

Welcome to do-it-yourself vocabulary! We're leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

Directions: First, in the space provided, write the name of the article or story you are working on. Then find three to seven words in that article or story that are new to you, or whose meanings you are not sure about. Write each word in one of the gray tabs, followed by the page number where it appears. Then write what you think the word means, based on context clues. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means based, on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
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What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

Name: _____ Date: _____

“Girls Can’t Play!” Quiz

Directions: Read “Girls Can’t Play!” and “Why Women Should Play.” Then answer the questions below.

1. Which is a theme of “Girls Can’t Play!”?

- (A) In the 1930s, a female pitcher struck out Babe Ruth.
- (B) Hazel doesn’t have anyone to play ball with.
- (C) Challenging a stereotype can be empowering.
- (D) People will never accept women in Major League Baseball.

2. Which of the following lines best supports your answer to question 1?

- (A) “I hope you’re ready to see just why you can’t play ball with us boys.” (p. 26)
- (B) “Her entrance triggered hoots and hollers from the crowd . . .” (p. 27)
- (C) “Jackie’s fourth pitch painted the outside corner—strike!” (p. 28)
- (D) “I stepped out into the backyard with my shoulders thrown back and my head held high.” (p. 28)

3. Which character’s views on women in sports changes the most over the course of the story?

- (A) Hazel’s
- (B) Timmy’s
- (C) Babe Ruth’s
- (D) Mrs. Oglethorpe’s

4. Choose the line from the story that best supports your answer to question 3.

- (A) “I can’t imagine how that little stunt will turn out.” (p. 28)
- (B) “Ruth flung his bat in anger and disgust, then stomped off the field in a snit.” (p. 30)
- (C) “‘Nope—after that killer-diller Lookouts game, she can join us.’” (p. 30)
- (D) “‘Jackie Mitchell? Nah. With that sinking curveball of hers, she’s going to strike ’em out.’” (p. 28)

5. The author of the essay probably included the detail that Mo’ne Davis appeared on the cover of *Sports Illustrated* to

- (A) support the idea that Mo’ne has received a lot of attention.
- (B) suggest that Mo’ne will be more famous than any male baseball player.
- (C) show that baseball is the most popular sport.
- (D) imply that Little League players will be featured on the cover in the future.

6. Which do both the story and the essay support?

- (A) Female athletes can often compete with males.
- (B) Stereotypes are often true.
- (C) Jackie Mitchell was the best female pitcher.
- (D) all of the above

Constructed-Response Questions

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

7. Explain how the Lookouts game affected Hazel and one other character in the story. Support your answer with text evidence.

8. Pitcher Justine Siegel wrote, “If you tell a girl she can’t play baseball, what else will she believe she can’t do?” Explain what this means. How might this quote apply to Hazel?

Name: _____ Date: _____

“Girls Can’t Play!” Quiz

Directions: Read “Girls Can’t Play!” and “Why Women Should Play.” Then answer the questions below.

1. Which is a theme of “Girls Can’t Play!”?

- (A) In the 1930s, Babe Ruth was struck out by a female pitcher.
- (B) Hazel doesn’t have anyone to play ball with.
- (C) Challenging a stereotype can build confidence.
- (D) Some people will never accept women in Major League Baseball.

2. Which of the following lines best supports your answer to question 1?

- (A) “I hope you’re ready to see just why you can’t play ball with us boys.” (p. 26)
- (B) “Her entrance triggered hoots and hollers from the crowd . . .” (p. 27)
- (C) “Jackie’s fourth pitch painted the outside corner—strike!” (p. 28)
- (D) “I stepped out into the backyard with my shoulders thrown back and my head held high.” (p. 28)

3. What does the following line reveal about Hazel? “I’m going to make you shake on that, just so you can’t weasel out of this after Jackie blows them away.” (p. 28)

- (A) Hazel doesn’t trust Timmy to keep his word.
- (B) Hazel is determined to play ball with the boys.
- (C) Hazel is confident in Jackie’s pitching abilities.
- (D) all of the above

4. Using context clues, choose the best meaning of the word *torrents* as it is used in the following sentence: “April 1, 1931: a real April Fool’s joke on us in Chattanooga, as torrents of rain flooded town and the big baseball game that had been scheduled was canceled.”

- (A) unexpected drops
- (B) cold drizzles
- (C) occasional streams
- (D) heavy downpours

5. According to the essay, why did the baseball commissioner void Jackie Mitchell’s contract?

- (A) Jackie wasn’t a good enough pitcher.
- (B) He thought baseball was too difficult for women.
- (C) He was being pressured by male ball players.
- (D) Jackie couldn’t keep up with the other players.

6. The author of the essay probably included the detail that Mo’ne Davis appeared on the cover of *Sports Illustrated* to

- (A) support the idea that Mo’ne has received a lot of attention.
- (B) suggest that Mo’ne will be more famous than any male baseball player.
- (C) show that baseball is the most popular sport in America.
- (D) imply that Little League players will be featured on the cover in the future.

Constructed-Response Questions

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

7. How did going to the Lookouts game affect Hazel? Use text evidence in your response.

8. Compare Jackie Mitchell with Mo’ne Davis. Explain two ways they are similar and two ways they are different. Support your answer with text evidence.

Name: _____ Date: _____

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 "Girls Can't Play!" See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Hazel, Timmy, 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. HAZEL is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. TIMMY 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. Consider the **characterization** of Hazel.

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

B. Give an example of something Hazel does. What does this action reveal about her character?

3. Give two examples of **indirect characterization** of Timmy Oglethorpe. Explain what each reveals about him.

Section 2: Point of View

4. From which **point of view** is “Girls Can’t Play!” told? Check one:

☐ **first person** ☐ **third-person limited** ☐ **third-person omniscient**

How do you know? Support your answer with text evidence.

5. What other information might be included if the story were told from one of the two points of view you did NOT select above? What information might be *excluded*?

Section 3: Setting

6. A. Where and when does the story take place? _____

B. Which words and phrases are used to portray the time period of the story?

7. Identify two things you can infer from the story about life during the Great Depression.

Section 4: Figurative Language

8. Authors use **similes** to add richness, nuance, and depth to their writing. Find one simile in the story and explain what that simile tells the reader.

Section 5: Plot

9. What is the **climax** of the story? Explain your answer with text evidence.

Name: _____ Date: _____

Video Discussion Questions

"Scope Time Machine: The 1930s"

BEFORE READING:

1. What major event preceded the Great Depression? How did that event affect many Americans?
2. The narrator says that in the 1930s, there was a "feeling of hopelessness and despair" in the country. How does the video convey this idea? Consider the narration, music, footage, and photographs.

AFTER READING:

3. How did the Great Depression affect Hazel and her family?
4. The narrator tells us that people sought out different ways to forget their troubles during the 1930s. What information from "Girls Can't Play!" supports this idea?

Baseball Contest

A stereotype is an unfair but widely held belief about a certain group—such as all boys love sports. In an essay, explain the stereotype that Hazel faces. How is that stereotype disproved in both the story and the essay? How can that stereotype be harmful? Five winners will get *When Audrey Met Alice* by Rebecca Behrens.

Entries will be judged on:

⇒ a clearly stated central idea

⇒ good organization and transitions

⇒ use of supporting evidence

⇒ grammar, spelling, and punctuation

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: Baseball Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 22, 2015!

Name: _____ Date: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Trisha Prabhu into an article.

1 The headline "How I'm Going to Stop Cyberbullying" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

3

Choose two sentences from what Trisha said in the interview to use as direct quotes in your article.

A direct quote is another person’s exact words.

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

1. Trisha recalls, “I started to think about why adolescents might be doing this.”
2. “You may not have intended to hurt the person,” explains Trisha, “but that doesn’t make what you posted any less hurtful. ”
3. “I feel like social media has empowered us,” Trisha says.

Direct Quote 1: _____

Direct Quote 2: _____

4 Pick out the information that you find most interesting. You might choose, for example, to mention that Trisha loves social media and believes it has empowered teens, but she recognizes that a certain amount of responsibility comes with using it.

The information I find most interesting is:

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

Opening Paragraph:

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

Body Paragraphs:

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

Conclusion:

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

"You Write It" Sample Article

The article is written from the third-person point of view: It's not Hunter telling the story, it's a narrator.

Heroic Rescue on the Mountainside

Hunter Nelson, 17, watched helplessly as his friend Danny Riat fell silently through the air. He saw Danny land so hard that his shoes fell off. Then Hunter leaped into action, turning what could have been a tale of tragedy into the story of a heroic rescue.

The first sentence hooks the reader's attention by describing a dramatic moment.

The first three paragraphs summarize the first, second, and third question-and-answer pairs in the interview.

The two friends had been hiking to a beautiful camping spot near Archer Mountain in Washington State. As they made their way through the woods, the trail got steeper and steeper, until it was nearly vertical. Danny was 70 feet above Hunter when Hunter heard rocks falling. He looked up and saw Danny fly past him.

This sentence states the main idea. It tells readers they are going to read about Hunter rescuing Danny.

"He didn't make any noise as he fell, so it felt unreal, like I was in a dream," says Hunter. When Danny landed, he was knocked unconscious. "I was sure he was dead," says Hunter.

Here are direct quotes from the interview.

Starting here, each paragraph summarizes one of the question-and-answer pairs from the interview.

A wave of adrenaline swept through Hunter as he rushed to reach his fallen friend. Hunter never felt any fear; he just knew he had to get to Danny. It took Hunter only one or two minutes to scramble down the cliff that had taken them 45 minutes to climb up.

When he reached Danny, Hunter's survival training kicked in. He checked Danny's ears and nose for blood, then made sure Danny wasn't paralyzed. Then Hunter called 911. As they waited for help to arrive, Hunter kept Danny warm by wrapping him in camping gear and blew a whistle to guide the 50 rescuers who were searching for them. Later, he lit a signal fire and waved a torch in the air.

After five hours, a Coast Guard helicopter reached Hunter and Danny. The rescuer and Hunter got Danny into a basket and lifted him up into the helicopter. Once Danny was safely on board, Hunter and the rescuer were lifted into the helicopter as well.

Hunter says that the experience on the mountain has changed him. It has made him want to help people, and he is thinking about a career in search and rescue. "I knew what to do," says Hunter, "and it helped save Danny's life."

Here's another direct quote. The writer uses it to end the article on a thought-provoking note.

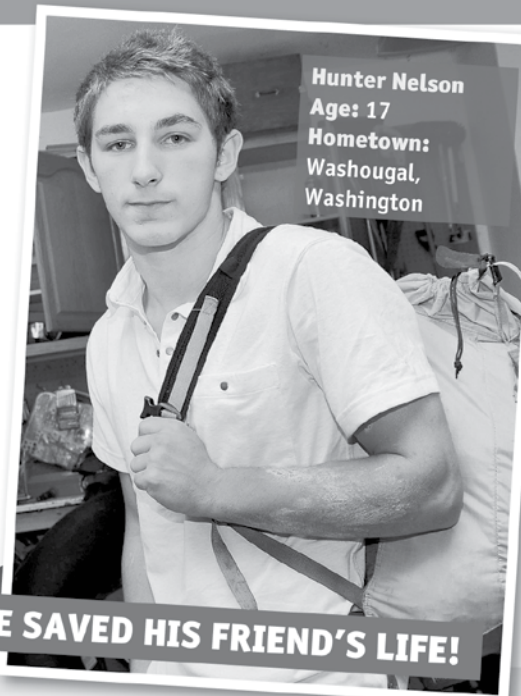
Main Idea

You Write It

We did the interview. We wrote the headline. *You* write the article.

DIRECTIONS:

1. Read our interview with Hunter Nelson. **2.** Think about the headline we wrote. That will tell you what the main idea of your article should be. **3.** Write an article about Hunter in your own words. Use quotes from the interview, and make sure you stay focused on the main idea. Your article should be 250 to 500 words.



The Headline

Heroic Rescue on the Mountainside

The Interview

Scope: You and your friend Danny Riat had a scary experience on your hiking trip. What was your plan?

Hunter: We were going to camp at this place near Archer Mountain in Washington State with beautiful bluffs, waterfalls, and creeks. As we traveled through the woods, it got steeper and steeper. It was nearly vertical.

Scope: What happened then?

Hunter: Danny was 70 feet above me. I heard rocks falling, looked up, and saw him fly over me. He didn't make any noise as he fell, so it felt unreal, like I was in a dream. I watched him fall and land so hard his shoes fell off. He was knocked out. I was sure he was dead.

Scope: You must have been incredibly frightened.

Hunter: I felt this rush of adrenaline and thought, "I have to get down there!" I never felt fear. We had spent 45 minutes climbing that cliff, and it took me one minute, maybe two, to get down to him.

Scope: What did you do when you reached him?

Hunter: I checked his ears and nose for blood, and checked his extremities to make sure he wasn't paralyzed. Then I called 911. While we waited for rescue, I wrapped him in camping gear to keep him warm. There were 50 people looking for us. I blew a whistle to show where we were. As it got dark, I started a signal fire and waved a torch in the air.

Scope: Your survival training kicked in. How did they get you out of there?

Hunter: After five hours, a Coast Guard helicopter came. We got Danny on a backboard and carried him to a basket that they lifted up first. Then they pulled up the rescuer and me.

Scope: Did this experience change you?

Hunter: Yes. It makes me think about what's important. It makes me want to help people. After this, I've thought about a career in search and rescue. I knew what to do, and it helped save Danny's life.

Now you write the article!

**YOU WRITE IT
CONTEST**

Send your article to the **You Write It Contest**. Five winning stories will be published in *Scope Online*. See page 2 for details.

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SCOPE WRITING CONTEST ENTRY FORM

You Write It Contest

Read our interview with Trisha Prabhu. Choose a central idea and write a three-paragraph article about Trisha in your own words. Be sure to use quotes from our interview. Three winners will each win a \$25 Visa gift card.

Entries will be judged on:

- ⇒ a clear central idea and supporting evidence
- ⇒ use of quotations
- ⇒ organization
- ⇒ 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: You Write It Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 22, 2015!