

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 "Your Phone Could Ruin Your Life" by Kristin Lewis. Then answer the questions below to explore the tone of the essay.

"Your Phone Could Ruin Your Life" by Kristin Lewis

1. Word choice helps create tone. List words and phrases that the author uses when describing ways that smartphones can be harmful. We have listed two for you.

harder for you to focus
crippling your creativity

2. The article begins in a third-person point of view but shifts. When does the point of view shift? Why might the author have chosen to change the point of view?

3. **A.** Scan the article and take note of all the questions the author poses directly to the reader. List three of these questions below.

- B.** How might the author have intended these questions to affect the reader?

4. Circle three words that describe the tone of the article.

admiring

celebratory

optimistic

foreboding

enraged

guilty

joyful

lively

serious

hopeless

haughty

concerned

5. Using examples from the article, explain your choices in question 4.

6. How does the tone of the sidebar "How to Be Smart With Your Smartphone" differ from the tone of the main article?

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Central Ideas and Details

A central idea of a text 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 "Your Phone Could Ruin Your Life."

1. Reread the section "A New World." Which sentence below best expresses the central idea of this section?

- Ⓐ Twenty-five years ago, people used pay phones instead of smartphones.
- Ⓑ These days, you can watch your favorite shows anytime you want.
- Ⓒ In terms of technology, life was very different 25 years ago.
- Ⓓ Film no longer has to be developed because pictures are taken digitally.

2. Read the central idea of the section "Homework Takes Too Long" stated in the box. Then read the details listed below it. Which detail does NOT support the central idea? Explain your choice on the lines provided.

Central idea: Digital distractions are not only hard to resist, but they also can have a negative effect on your brain.

- Ⓐ "If you gave your screens your full attention for seven hours straight and then turned them all off, that would be one thing."
- Ⓑ "Sometimes you forget all about what you were supposed to be doing because that YouTube video is so hilarious, you want to watch it again and again."
- Ⓒ "The pleasure you get from interacting with your devices floods your brain with a feel-good chemical called dopamine."
- Ⓓ "Every time you stop writing or reading to check your phone—even for a moment—you yank your brain out of its state of concentration."

I chose _____ because _____

3. Read the details from the section "Boredom Is the Best," which are listed below. In the box, write a central idea that these details support.

Central idea of "Boredom Is the Best":

Detail 1: "Turns out, something happens to our brains when we are bored. Our minds wander. We come up with new ideas, or new solutions to problems."

Detail 2: "When was the last time you were bored for more than a few minutes? When, in the course of your day, do you let your mind wander aimlessly?"

Detail 3: "Some experts worry that your generation will be so busy consuming media that you won't be able to create anything of your own."

4. Consider the central idea of the article "Your Phone Could Ruin Your Life." Write a supporting detail from each of the sections listed below.

Central idea: Though modern technology has improved our lives, being distracted by smartphones is an epidemic in today's society and can have disastrous effects.

Supporting detail from the introduction:

Supporting detail from "Homework Takes Too Long":

Supporting detail from "Boredom Is the Best":

Supporting detail from "Many Questions":

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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 "Your Phone Could Ruin Your Life."

1. Which text structures does the author use in the introductory section of this article? How do you know?

2. Find one section or passage from the article that uses a compare-and-contrast structure? Explain.

3. Which text structures are used in the section "Homework Takes Too Long"? When does the structure shift?

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. Which two text structures are used in the section "Boredom is Best"? Which words or phrases help you identify these structures?

5. Reread the section "Many Questions." Which text structure does the author mainly use in this section? Support your answer with examples from the text.

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Finding and Using Text Evidence

Directions: Read “Your Phone Could Ruin Your Life” by Kristin Lewis. Then complete the activity below.

1. Imagine that you are writing a paragraph about why kids should put their phones away while doing homework.

A. Which of the following is the best topic sentence for your paragraph?

- Ⓐ Kids check their phones a lot because it’s hard for their brains to resist the temptation.
- Ⓑ Kids should put their phones away while doing homework because phones are distracting.
- Ⓒ Kids spend too much time on YouTube, Instagram, and other websites.

B. Which of the following lines from “Your Phone Could Ruin Your Life” provides the best text evidence to support the sentence you chose in part A above?

- Ⓐ “The pleasure you get from interacting with your devices floods your brain with a feel-good chemical called dopamine.”
- Ⓑ “However, what worries experts most is not that your essay on Abraham Lincoln is taking you so long or that you got a 63 on your Spanish test.”
- Ⓒ “Every time you stop writing or reading to check your phone—even for a moment—you yank your brain out of its state of concentration.”

C. Which of the following best explains why the text evidence you chose in question B is relevant?

- Ⓐ It suggests that humans have no control over their own brains.
- Ⓑ It explains how digital distraction can affect the brain.
- Ⓒ It proves that students who do homework while interacting with their phones make more mistakes.

- 2. Choose one piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.**

There are many benefits of modern technology.

- Ⓐ “Few people would deny that life today is more convenient, information-rich, and connected than it’s been at any point in human history.”
- Ⓑ “There were similar fears after the invention of the printing press in the 15th century made it possible to mass-produce books.”
- Ⓒ “It’s the same chemical that gets released when you eat a piece of delicious chocolate cake.”

I chose ____ because _____

- 3. A. Choose three pieces of text evidence from “Your Phone Could Ruin Your Life” that BEST support the statement below.**

Digital distraction is a big problem for young people today.

- Ⓐ “At the times of the accidents, all three kids were using their phones.”
- Ⓑ “Technology makes it harder for you to focus and get your work done.”
- Ⓒ “If you’re stranded in the rain, all you have to do is text your mom to come rescue you.”
- Ⓓ “If you gave your screens your full attention for seven hours straight and then turned them all off, that would be one thing.”
- Ⓔ “But in fact, these interruptions are hard on your overtaxed brain.”
- Ⓕ “There is still much that we don’t know about the human brain.”

B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.

Evidence ____ does not support the statement because _____

4. Choose the sentence that correctly presents text evidence from “Your Phone Could Ruin Your Life” in the form of a direct quotation.

- Ⓐ Boredom is a key factor in having a creative mind. In her article “Your Phone Could Ruin Your Life,” author Kristin Lewis states that our minds wander when we are bored and we come up with new ideas (8).
- Ⓑ In her article “Your Phone Could Ruin Your Life,” author Kristin Lewis states that “something happens to our brains when we are bored. Our minds wander. We come up with new ideas, or new solutions to problems” (8).
- Ⓒ Boredom is a key factor in having a creative mind. For example, in her article “Your Phone Could Ruin Your Life,” author Kristin Lewis states that “something happens to our brains when we are bored. Our minds wander. We come up with new ideas, or new solutions to problems.” (8). This suggests that if your brain is always distracted by technology, it is difficult to create your own ideas.

Explain why the two answers you did not choose are incorrect: _____

5. Choose the sentence that correctly uses text evidence from “Your Phone Could Ruin Your Life” in the form of a paraphrase.

- Ⓐ Throughout history, new technologies have caused people to panic. According to Kristin Lewis in her article “Your Phone Could Ruin Your Life,” people feared that the amount of information made available by the printing press would overwhelm the human mind (7). This shows that it is difficult for people to imagine how the brain will adapt to change.
- Ⓑ Throughout history, new technologies have caused people to panic. According to Kristin Lewis in her article “Your Phone Could Ruin Your Life,” after the printing press was invented, some people feared that the human mind wouldn’t be able to handle the overwhelming amount of information suddenly available to anyone who could read (7).
- Ⓒ Throughout history, new technologies have caused people to panic. For example, people feared that the amount of information made available by the printing press would overwhelm the human mind. This shows that it is difficult for people to imagine how the brain will adapt to change.

Explain why the two answers you did not choose are incorrect: _____

6. Now it's your turn to put it all together. Write a paragraph about how digital distraction can be harmful. Your paragraph should include at least one piece of text evidence in the form of a paraphrase or a direct quotation, and a sentence explaining how that evidence supports your central idea. We've provided a topic sentence for you.

Digital distraction can be harmful to you, both mentally and physically.

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Finding Text Evidence

Directions: Read "Your Phone Could Ruin Your Life" by Kristin Lewis, then read the questions below carefully. Some will ask you to select or find pieces of text evidence that support a statement we provide. Other questions will ask you to support your own statement with text evidence.

1. Choose three pieces of text evidence from "Your Phone Could Ruin Your Life" that BEST support the statement.

Digital distraction is a big problem for young people today.

- Ⓐ "At the times of the accidents, all three kids were using their phones."
- Ⓑ "Technology makes it harder for you to focus and get your work done."
- Ⓒ "If you're stranded in the rain, all you have to do is text your mom to come rescue you."
- Ⓓ "If you gave your screens your full attention for seven hours straight and then turned them all off, that would be one thing."
- Ⓔ "But in fact, these interruptions are hard on your overtaxed brain."
- Ⓕ "There is still much that we don't know about the human brain."

.....

2. Choose one piece of text evidence that BEST supports the statement. Then complete the sentence to explain your choice.

There are many benefits of modern technology.

- Ⓐ "There were similar fears after the invention of the printing press in the 15th century made it possible to mass-produce books."
- Ⓑ "Few people would deny that life today is more convenient, information-rich, and connected than it's been at any point in human history."
- Ⓒ "The pleasure you get from interacting with your devices floods your brain with a feel-good chemical called dopamine."

I chose ____ because _____

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

You should put your phone away while you're doing homework.

- Ⓐ "But in fact, these interruptions are hard on your overtaxed brain."
- Ⓑ "Every time you stop writing or reading to check your phone—even for a moment—you yank your brain out of its state of concentration."

Ⓒ _____

.....

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

- Ⓐ "Turns out, something happens to our brains when we are bored. Our minds wander. We come up with new ideas, or new solutions to problems."
- Ⓑ "Albert Einstein's most famous theories are said to have come from a daydream he had about riding a sunbeam to the edge of the universe."
- Ⓒ "There is a reason you have your best ideas in the shower: There are no screens to distract you."

.....

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

Ⓐ _____

Ⓑ _____

Ⓒ _____

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How to Use Text Evidence

When you write about something you have read, you need to use **text evidence**—that is, details from the text—to support the points you are making. You can use text evidence in the form of a direct quotation (the author’s exact words) or a paraphrase (a restatement of what the author wrote). You also need to explain WHY that text evidence is relevant.

Here are some tips for using text evidence:

1. Quote or paraphrase.

When using a **direct quote**, copy down the exact words from a sentence. Surround a direct quotation with quotation marks.

To **paraphrase** is to put something written or spoken by someone else into your own words. You don’t change the meaning of what the other person wrote or said, just the wording. A paraphrase is not surrounded by quotation marks.

2. Make it clear where your evidence comes from.

Identify who wrote or said what you are quoting or paraphrasing. This is called “**citing your source**.” Include a page number.

Words to help you:

*according to (the author),
(the author) claims,
suggests, states, writes,
reports, describes, implies,
explains, argues, declares,
observes, notes, reveals,
remarks*

3. Explain why your text evidence is relevant.

Include a sentence that makes it clear how the text evidence supports your idea. Reread the information you quoted or paraphrased and ask yourself, “So what?”

Words to help you:

*(the author) says this
because, this proves that,
this exemplifies how, this
confirms, demonstrates,
describes, explains,
illustrates, implies,
suggests*

Now let's look at two sample paragraphs. The first uses text evidence correctly.
The second uses text evidence incorrectly.

SAMPLE 1

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to author Mario Martinez in his book Roller Coasters of the World, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle (18). "I have ridden hundreds of coasters," he writes. "But none of them were as terrifying as this one" (20). This suggests that Kingda Ka stands out among roller coasters as particularly intense.

This paragraph looks great! There are quotation marks around the direct quote, the writer tells us where the paraphrase and the quote came from, and the writer explains how her text evidence supports her statement that riding Kingda Ka is a unique experience. Hooray!

SAMPLE 2

Riding the world's tallest and fastest roller coaster, Kingda Ka, is a unique experience. According to Mario Martinez, Kingda Ka accelerates to 128 miles per hour in less than three seconds, going straight up at a 90-degree angle. "I have ridden hundreds of coasters. But none of them were as terrifying as this one."

In this paragraph, neither the quote nor the paraphrase is cited correctly. Who is Mario Martinez? Which page in what book or article did the paraphrase and quote come from? The writer also fails to explain how her text evidence supports her statement that riding Kingda Ka is unique. She just plopped her text evidence into her paragraph.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Your Phone Could Ruin Your Life.” 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** of the article. Describe the images and the layout of the text. What effect do these have on the reader?

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

3. Examine the images on pages 8-9. What do they show?

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

During Reading

Tone, Vocabulary, Inference, Text Structure, and Mood

5. Identify the **tone** of the first section of the article. What are some words and phrases that establish the tone?

6. Consider this sentence from page 6:

“Technology makes it harder for you to focus and get your work done. It’s crippling your creativity.”

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

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

7. A. Consider the examples of technology from the past the author uses in the section “History of Panic.” What do they have in common?

- B. How does the last paragraph of the section relate to the rest of the section?

8. Reread the second half of the section “Homework Takes Too Long,” starting with the sentence, “So why don’t you just ignore all these digital interruptions?” Check (☒) the statement that BEST describes the **text structure**, or how the author organizes information, in this passage.

She lists the different ways in which dopamine is released into our brains.

She compares and contrasts doing homework with watching YouTube videos.

She explains the causes and effects of us constantly checking our smartphones.

9. Describe the **mood** in the section “Boredom Is Best.” What words or phrases contribute to this mood?

After Reading

Central Ideas/Details and Objective Summary

10. Below are three **supporting details** for a central idea of “Your Phone Could Ruin Your Life.” In the space provided, write a **central idea** that these details support.

Central Idea		
Detail #1 “Technology makes it harder for you to focus and get your work done. It’s crippling your creativity.” (p. 6)	Detail #2 “Some experts worry that your generation will be so busy consuming media that you won’t be able to create anything of your own.” (p. 8)	Detail #3 “Indeed, you are four times more likely to get hit by a car if you walk and use your phone at the same time.” (p. 9)

11. Write a five- to six-sentence **objective summary** of “Your Phone Could Ruin Your Life.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Your Phone Could Ruin Your Life.” 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** of the article. Describe the images and the layout of the text. What effect do these have on the reader?

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

3. Examine the images on pages 8-9. What do they show?

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

During Reading

Tone, Vocabulary, Inference, Text Structure, and Mood

5. The **tone** of the first section could be described as serious, concerned, and foreboding. What are some words and phrases that establish this tone?

6. Consider this quote from page 6:

“Technology makes it harder for you to focus and get your work done. It’s crippling your creativity.”

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

weakening

breaking

abusing

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

7. Consider the examples the author uses in the section “History of Panic.” What do they have in common?

8. Part of the section “Homework Takes Too Long” uses a cause-and-effect structure. Read the following effect. Write its cause on the lines below.

Effect: It takes much longer to do your homework than it should.

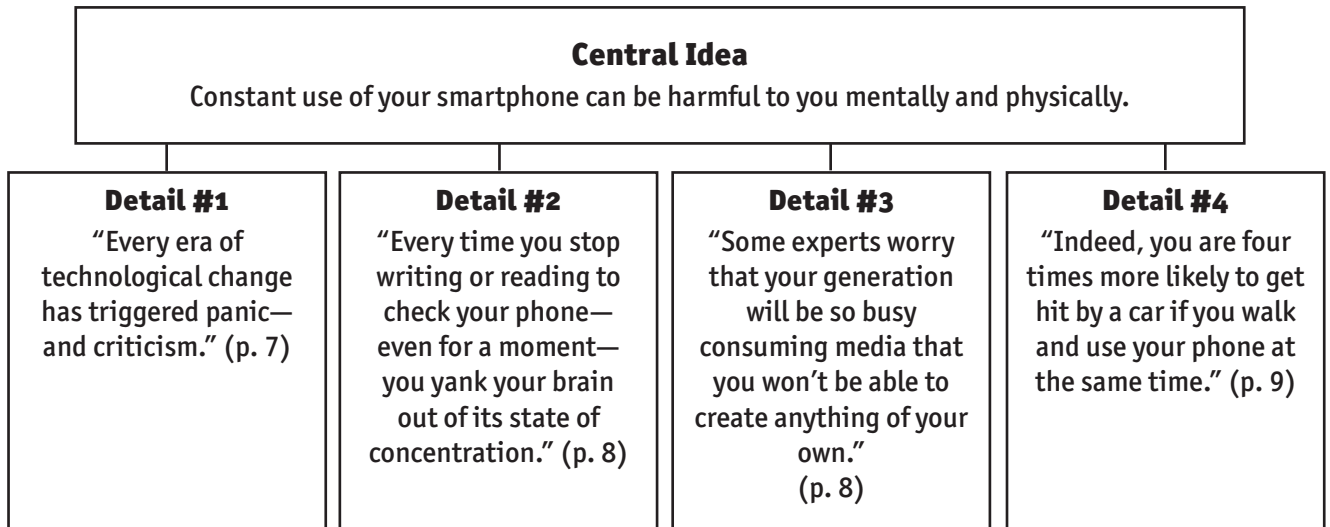
Cause:

9. The **mood** in the section “Boredom Is the Best” could be described as worried. Which words or phrases contribute to this mood?

After Reading

Central Idea/Details and Objective Summary

10. Below is a **central idea** of “Your Phone Could Ruin Your Life” and four supporting details. Three details DO support the central idea. Cross out the detail that does NOT.



11. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the two details below that definitely should NOT be included in an objective summary of “Your Phone Could Ruin Your Life.”

1. Young people today consume media constantly, and experts are worried about the effects.
2. Teenagers have been seriously injured and even killed from walking while being distracted by their phones.
3. Years ago, you had to take your film to a store and wait for the prints to be developed.
4. You are likely to spend more time and make more mistakes if you check your phone while doing your homework.
5. People were worried that the printing press would overwhelm the human mind.
6. The constant presence of technology prevents us from being bored, which interferes with creativity.

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Close-Reading Questions

"Your Phone Could Ruin Your Life"

1. How does author Kristin Lewis draw readers in at the beginning of the article? (author's craft)
2. What is the central idea of the section "A New World"? How does Lewis support this idea? (central ideas and details)
3. From which point of view (first, second, or third person) is most of this article written? How does the author's use of this point of view affect the tone? (tone)

4. Summarize how, according to the article, smartphones can be harmful. (key ideas)
5. To *tailor* something is to make it suitable for a particular purpose or need. How does Lewis tailor this article to her audience? Support your answer with details from the article. (author's craft, tone)
6. Describe the author's attitude toward her readers. Support your ideas with details from the article. (tone)

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Critical-Thinking Questions

"Your Phone Could Ruin Your Life"

1. Lewis writes that it is difficult to predict “whether the benefits of today’s technology will outweigh the harm it causes.” How could the idea of benefits outweighing harm apply to technologies of the past, like the ones mentioned in the section “History of Panic”?
2. Consider the statement “Smartphones do more harm than good.” Would the author agree? Do you?

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Vocabulary:

"Your Phone Could Ruin Your Life"

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

1. **incite (in-SITE)** *verb*; to stir up or urge on (often, to urge to do something angry or violent); if you incite someone to do something, you encourage the person to do it
 • **example:** A group of rowdy soccer fans incited a riot outside the stadium; now they are in jail.
2. **jitters (JIH-ters)** *noun*; a feeling of fright or extreme nervousness (often preceded by "the")
 • **example:** I get the jitters when I speak in front of people; my heart races and my palms sweat.
3. **mass-produce (MASS-pro-DOOS)** *verb*; to make a thing in large amounts
 • **example:** Erin's sweater was made to look like it was hand-knitted, but in fact it was mass-produced—created by a machine along with thousands of others just like it.
4. **plummet (PLUH-miht)** *verb*; 1. to fall straight down, especially from a very high place; 2. to drop or decrease a significant amount and in a short amount of time
 • **example 1:** The acrobat plummeted from the trapeze after his hands slipped off the bars.
 • **example 2:** Sales of my new book plummeted after a crazy fan tweeted the ending.
5. **neuroscientist (N00-roh-SIGH-uhn-tihst)** *noun*; one who studies the nervous system (the brain, nerves, and nerve tissue)
 • **example:** Mattie wants to be neuroscientist when she grows up; she is fascinated by brains!
6. **overtax (oh-ver-TAKS)** *verb*; to ask more than can be given by someone or something; to strain
 • **example:** The power went out in our house because we had too many things plugged in at the same time; we overtaxed the electrical system.
7. **technological (tek-nuh-LOJ-ih-kuhl)** *adjective*; having to do with technology (the use of science and engineering to do practical things such as solving problems and creating products)
 • **example:** Because of the technological advances in space exploration, humans could go to Mars within our lifetimes.

8. _____ (_____) _____
 _____ ; _____

• **example:** _____

Vocabulary Practice:

"Your Phone Could Ruin Your Life"

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

- | | | | | |
|----|---------|-----------|--------|------------|
| 1. | start | provoke | incite | discourage |
| 2. | plummet | soar | plunge | crash |
| 3. | jitters | anxieties | nerves | confidence |
| 4. | relieve | exhaust | strain | overtax |

Directions: Identify the word or a form of the word from the Word Bank that has the same, or nearly the same, meaning as the boldface word(s) in each sentence. Write each word on the lines provided. Not every word in the box will be used.

WORD BANK

incite	mass-produce	neuroscientist	technological
jitters	plummet	overtax	

5. The new toy that is sold in thousands of stores across the United States was **manufactured** in China. _____
6. Paul's comment **provoked** an argument on Facebook. _____
7. During the hike, our guide was worried we would **strain** ourselves; he made us take water breaks every five miles. _____
8. After the TV show was moved to a new day and time, the number of people who watched it **fell dramatically**; now it's in danger of getting canceled. _____

Directions: Write two sentences on the lines below. In each, use a vocabulary word listed on page 1 of this activity.

9. _____

10. _____

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“Your Phone Could Ruin Your Life” Quiz

Directions: Read “Your Phone Could Ruin Your Life.” Then answer the questions below.

- Which statement is most supported by details in the article?**
 - Smartphones have made modern life better.
 - Digital distraction is a bigger problem for adults than for kids.
 - The way many people today use their smartphones can be harmful.
 - Fears about distraction date back to ancient times.
- Which line supports your answer to question 1?**
 - “It was a trip she made every day.” (p. 6)
 - “You take a quick picture and post it to Instagram.” (p. 7)
 - “Are these just jitters about a changing world?” (p. 7)
 - “Indeed, you are four times more likely to get hit by a car if you walk and use your phone at the same time.” (p. 8)
- On page 8, the author writes, “When, in the course of your day, do you let your mind wander aimlessly?” Which literary device is she using?**
 - hyperbole
 - onomatopoeia
 - rhetorical question
 - symbolism
- The purpose of the literary device in question 3 is**
 - to make the reader consider his or her own life.
 - to convince the reader of the evils of smartphones.
 - to inspire the reader to take more walks.
 - to exaggerate for dramatic effect.
- The author probably included the section “History of Panic” to**
 - show why worrying about smartphones is silly.
 - put our concerns about smartphones into historical context.
 - explore how other magazines report on technology.
 - help readers understand the technology of the past.
- In the sidebar on page 9, Mackenzie Carro writes, “Enjoy the freedom of being undisturbed.” This idea would best fit into which section of the main article?**
 - “A New World”
 - “Many Questions”
 - the introduction
 - “Homework Takes Too Long”

Constructed-Response Questions

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

- Explain how the advice in the sidebar “How To Be Smart With Your Smartphone” addresses problems presented in Lewis’s article.
- What do you think is Lewis’s main purpose in writing “Your Phone Could Ruin Your Life”? Use text evidence to support your ideas.

Name: _____ Date: _____

“Your Phone Could Ruin Your Life” Quiz

Directions: Read “Your Phone Could Ruin Your Life.” Then answer the questions below.

1. Which statement is most supported by details in the article?

- Ⓐ Smartphones have made modern life better.
- Ⓑ Digital distraction is a bigger problem for adults than for kids.
- Ⓒ The way many people today use their smartphones can be harmful.
- Ⓓ Fears about distraction date back to ancient times.

2. Which line supports your answer to question 1?

- Ⓐ “It was a trip she made every day.” (p. 6)
- Ⓑ “You take a quick picture and post it to Instagram.” (p. 7)
- Ⓒ “Are these just jitters about a changing world?” (p. 7)
- Ⓓ “Indeed, you are four times more likely to get hit by a car if you walk and use your phone at the same time.” (p. 8)

3. Kristin Lewis writes that today’s technology is “crippling your creativity.” What does she mean?

- Ⓐ Technology prevents you from walking.
- Ⓑ Viruses are damaging American companies.
- Ⓒ Digital distraction gets in the way of having new ideas.
- Ⓓ Technology is making it hard for you to sleep.

4. The author likely included “History of Panic” to

- Ⓐ show why worrying about smartphones is silly.
- Ⓑ put concerns about smartphones into historical context.
- Ⓒ explore how other magazines report on technology.
- Ⓓ help readers understand the technology of the past.

5. On page 8 Lewis writes, “Think what a pain it is when you have to reboot a computer.” Lewis is comparing a computer to

- Ⓐ people who talk and use their phones at the same time.
- Ⓑ distracting apps such as Vine and Twitter.
- Ⓒ a smartphone.
- Ⓓ a human brain.

6. In the sidebar on page 9, Mackenzie Carro writes, “Enjoy the freedom of being undisturbed.” This line would best fit into which section of the main article?

- Ⓐ “A New World”
- Ⓑ “Many Questions”
- Ⓒ the introduction
- Ⓓ “Homework Takes Too Long”

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. Chose one item from the sidebar “How to Be Smart With Your Smartphone” and explain how it offers a solution to a problem presented in Lewis’s article.

8. What do you think is Lewis’s main purpose in writing “Your Phone Could Ruin Your Life”? Use at least two pieces of text evidence to support your answer.

Attention Contest

There is a famous proverb that says “all things in moderation.” What does this proverb mean? Why might it be wise to apply it to our digital lives? Answer both questions in a short essay. Use details from the main article and the sidebar to support your ideas. Five winners will each get a copy of *Feed* by M. T. Anderson.

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

ENTRIES MUST BE RECEIVED BY April 15, 2015!

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 *The Newsies* are listed in the column 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.

Clues	Inference
<ul style="list-style-type: none"> When Ani shows up to sell newspapers, Rose asks, "Wouldn't you be better off at school?" (Scene 2) 	<i>What can you infer about the way Ani appears to the other kids?</i>
<ul style="list-style-type: none"> "Packed trolleys clattered around the city. The smells of cooking, horse manure, and factory smoke hung in the air. The streets were crowded and often filthy. ("So Many People," page 16) "Many orphaned kids had nowhere to go. They slept on the streets . . ." ("Nowhere To Go," page 18) 	<i>What do these lines tell you about the lives of orphans in New York City?</i>
<i>Find two lines from the play that support the inference on the right.</i>	<ul style="list-style-type: none"> In the 1800s, American kids did not have the right to an education; not all kids went to school.

Clues	Inference
<ul style="list-style-type: none"> Sully says, “Spread the word that nobody—NOBODY—sells papes. If you sees anyone sellin’ da <i>World</i> or <i>Journal</i>, ya swat ‘em good.” (Scene 5) <p><i>Consider what the line above suggests, then find another line that suggests something similar.</i></p>	<p><i>What does this suggest about how the newsies who are on strike feel about newsies who are not taking part in the strike?</i></p>
<p><i>Find two examples from the play that support the inference on the right.</i></p>	<p>Ani feels ashamed of trying to cheat the stockbroker.</p>
<p><i>Find two examples from the play that support the inference on the right.</i></p>	<p>Mr. Hearst does not care about doing what’s best for the newsies.</p>

Clues	Inference
<ul style="list-style-type: none"> • After the meeting about the strike, Chubbs goes looking for Ani. (Scene 8) • As the kids are handing out leaflets, Chubbs asks Ani, "Is that yer stomach growlin'? When was the last time you ate?" (Scene 8) 	<p><i>What kind of friend is Chubbs?</i></p>
<p>A rich woman crumples up one of the newsies' leaflets. Later, a factory worker gives each child a penny and says, "Those newspaper men should not be cheatin' children to make their fortunes." (Scene 8)</p>	<p><i>What does this reveal about the way people of different economic classes view the strike?</i></p>
<p><i>Find two examples from the play that support the inference on the right.</i></p>	<p>When the newsies look back on the strike, they feel satisfied with the decisions they made and the actions they took.</p>

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 scenes of *The Newsies*. Read the lists, then add your own words on the lines provided.

POSITIVE	
cheerful	_____
confident	_____
grateful	_____

NEGATIVE	
tense	_____
aggravated	_____
vengeful	_____

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

riotous

pessimistic

soothing

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 4 create? Explain your answer.

N1: [Ani] looks at the dime and hangs her head.

5. Which words or phrases convey a defiant mood in Scene 5?

6. Describe how the mood changes in Scene 7.

7. Consider the following lines from Scene 8:

FACTORY WORKER: You kids stay strong.

N2: He gives them each a penny.

FACTORY WORKER: Those newspaper men should not be cheatin' children to make their fortunes.

What mood do these lines create? Explain.

8. Describe what effect the epilogue has on the reader.

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 *The Newsies*.

1. Describe the photograph on pages 14-15. What mood does it create?

2. How do the photograph and caption on the top of pages 16-17 contribute to the play?

3. What additional information does the image on the bottom of page 17 provide that is not included in the play?

4. Describe the image on page 18. What is the mood of the image?

5. Compare and contrast the photograph on page 19 with the photograph on pages 14-15.

Name: _____ Date: _____

Making Connections

After reading the play *The Newsies* and watching the video "In the Time of the Newsies," consider this quote from civil rights leader Roger Baldwin:

"Silence never won rights. They are not handed down from above; they are forced by pressures from below." —Roger Baldwin (1884-1981)

Directions: In this activity, you will analyze the quote and apply it to the play and video. Answer the questions in the boxes on this page and the next.

1. What does it mean to "win a right"?
 How is winning a right different from being given a right?

2. In the play, what right were the newsies trying to win from their employer?

Consider the first part of Baldwin's quote:
"Silence never won rights."

3. According to the video, what right do American kids have today that kids in the early 20th century did not have?

4. What does Baldwin mean by "silence"? Put "silence never won rights" in your own words.

1. What does "they" refer to?

2. What does Baldwin mean by "above" and "below"?

Consider the second part of Baldwin's quote:

**"They are not handed down
from above; they are forced by
pressures from below."**

3. During the newsies strike, who was "above" and who was "below"?

4. What kind of "pressures" did those who were "below" use to try to get the rights they wanted? Were they successful?

Name: _____ Date: _____

Close-Reading Questions

The Newsies

1. In Scene 1, why are the newsies throwing newspapers into the river? (inference)
2. In Scene 1, Narrator 3 says, “Newsies swarm the wagon like ants on a frankfurter.” What idea does this simile convey? (figurative language)
3. At the end of Scene 3, when Ani says she won’t cheat anyone, Chubbs answers, “Just you wait till it’s pourin’ rain and the only thing in the news is a cat up a tree.” What does he mean? (interpreting text)

4. In Scene 4, after Ani fails to give the stockbroker his change, why does she hang her head?
(character)

5. In Scene 7, Hearst offers two dollars a day to anyone who crosses the picket line. Why does he make this offer? (character motivation)

Name: _____ Date: _____

Critical-Thinking Questions

The Newsies

1. In the opening scene, newsies have blocked traffic on a bridge and thrown a wagon of newspapers into the river. The scene is cut short, then resumed at the end of the play. How does this structure affect the experience of reading the play?
2. Imagine that you are one of the newsies, and the strike has just been proposed. What fears would you have about the strike? What reasons would you have to support it?
3. In the epilogue, we learn what happens to the newsies. Did their strike ultimately make a difference?

Name: _____ Date: _____

Vocabulary:

The Newsies

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

1. labor (LAY-ber) *noun*; 1. any type of work, whether physical or mental, but especially work that is difficult or required; 2. a job or task ; 3. people employed to do work, especially physical work; 4. the effort of giving birth, or the period of time during which this effort takes place; *verb*; 5. to work hard

- **example 1:** “I know it took a huge amount of labor to turn an abandoned lot into this beautiful community garden,” said Ms. Farnsworth. “I hope you all agree that your efforts were worth it.”
- **example 2:** “Our labor this afternoon is cleaning out the attic,” said Mom.
- **example 3:** Labor and management are having a meeting today.
- **example 4:** Brad’s mom was in labor for six hours before Brad’s baby sister was born.
- **example 5:** Sarah and Jamal labored all afternoon to prepare this wonderful meal.

2. leaflet (LEEF-lit) *noun*; a piece of paper handed out for free to provide people with information or to advertise something

- **example:** Kate stood on the sidewalk passing out leaflets about one of the presidential candidates.

3. picket line (PIK-it lahyn) *noun*; a group of people gathered, usually in front of a building, to show disapproval of a business or an organization. Picket lines are often formed during strikes (see the definition of *strike* on the next page); they are sometimes formed with the purpose of blocking others from entering the building.

- **example:** Hundreds of fast-food workers joined picket lines across the country. Standing in front of the restaurants where they worked, they held up signs demanding higher pay.

4. protester (PROH-tess-tur) *noun*; a person who publicly demonstrates a strong objection to something

- **example:** Protesters gathered near the old schoolhouse. They were opposed to city’s plans to knock it down.

5. right (rahyt) *noun*; A right is something to which a person has a just claim. If you have the legal right to something, it means the law says that you must be allowed to have that thing. There can also be laws that violate rights that, in many societies, are believed to be fundamental, meaning due to every human being simply because he or she is a human being.

- **example:** All American citizens 18 years or older have the right to vote.

6. scab (skab) *noun*; 1. the crust that forms over and protects a wound during healing; 2. a worker who refuses to join a strike or who takes over the job of a worker who is on strike (see definition of *strike* below); When someone calls someone else a *scab*, it is generally meant as an insult.

- **example 1:** A scab formed on Liz's knee where she had fallen on it.
- **example 2:** "Of course the bosses are in no hurry to come to an agreement with the workers," growled Mike. "They've hired a bunch of scabs to come in and do our work! The strike isn't bothering the bosses at all."

7. strike (strahyk) *verb*; 1. to hit or attack someone or something; 2. to make a strong impression on someone; 3. to refuse to work because of a disagreement with an employer, usually over pay or working conditions; *noun*; 4. an act of striking; a hit or an attack; 5. when a large number of workers refuse to work to try to force their employer to meet demands

- **example 1:** "Strike the ball as hard as you can!" said the coach.
- **example 2:** "I always see you carrying a book," said Kate to Sarah. "You strike me as someone who loves to read."
- **example 3:** The workers decided to strike after the company refused to increase their salaries.
- **example 4:** A lightning strike set the tree on fire.
- **example 5:** The workers at the bread factory are on strike. They say they won't return to work until management agrees to raise their salaries and give them better schedules.

8. _____ (_____) _____
_____ ; _____

• **example:** _____

9. _____ (_____) _____
_____ ; _____

• **example:** _____

Vocabulary Practice:

The Newsies

Directions: Underline the word or phrase that best answers each question.

1. The office was in an old building with crumbling walls and no air-conditioning. It was such an uncomfortable place to work that the employees decided to stop working until the owners improved the workplace.

A. Which did the employees NOT do?

They went on strike. They became scabs. They refused to labor.

B. Who could the factory owners replace the workers with?

protesters scabs leaflets

2. When it was announced that a big movie-theater company would open a 15-screen theater in the town of Bakersfield, some residents were alarmed—it would surely mean the end of their beloved Palace Theater. The Palace had been around for 50 years, and townspeople were determined not to let the company open a new movie theater in its place.

What could the people of Bakersfield do to spread the word about the threat to the Palace Theater?

create leaflets go on strike become scabs

3. The city of Chesterfield is considering cutting down part of the local woods and building a shopping center. On Saturday, a group of Chesterfield residents who do not like this idea at all gathered in front of City Hall carrying signs that said things like “NO TO THE MALL!” and “WE LOVE OUR TREES.”

A. Which word best describes the people with the signs?

scabs rights protesters

B. When the people with the signs gathered in front of City Hall, what did they form?

a scab a picket line a strike

4. In the U.S., federal law says that says women and men must be paid equally if they perform the same work.

Another way of saying the above is . . .

Women and men have the right to equal pay if they perform the same labor.

Women and men have the right to equal pay if they strike the same.

Women and men must receive equal pay if they have the same rights.

Name: _____ Date: _____

The Newsies Quiz

Directions: Read *The Newsies*. Then answer the questions below.

1. Which correctly describes the play’s structure?

- (A) Scenes 1 and 9 are flashbacks.
- (B) An extended flashback begins in Scene 2; in Scene 9, the action catches up in time to where it started.
- (C) Events occur in chronological order, starting in Scene 1 and ending in Scene 9.
- (D) Events occur in reverse chronological order.

2. In Scene 1, N3 says, “Newsies swarm the wagon like ants on a frankfurter.” This line contains

- (A) a simile conveying that a large number of newsies rush to the wagon and climb onto it.
- (B) a metaphor emphasizing how small the newsies are compared with the wagon.
- (C) a simile that helps readers understand how hungry the newsies are.
- (D) a metaphor comparing the newsies to ants.

3. In Scene 4, Ani attempts to cheat a customer.

What is the main purpose of this scene?

- (A) to show that Chubbs is a bad influence on Ani
- (B) to reveal Ani’s dark side
- (C) to present another point of view about the newsies’ strike
- (D) to convey that Ani has become desperate for money

4. Why does Hearst compromise with the newsies at the end of the play?

- (A) The strike is costing him a lot of money.
- (B) He realizes the hardships he has created for the newsies and wants to help them.
- (C) He is worried about his public image.
- (D) A new law forces him to change his policies.

5. Which of the following is a theme of the play?

- (A) There is strength in numbers.
- (B) The newsies are successful because they stick together.
- (C) Today, it is illegal for kids in America to work more than 18 hours during a school week.
- (D) Newsies were poor and often homeless.

6. Which line or lines from the play help develop the theme you identified in question 5?

- (A) ROSE: I got to go to school! (Epilogue)
- (B) CHUBBS: Is that yer stomach growlin’? When was the last time you ate? (Scene 8)
- (C) FACTORY WORKER: Those newspaper men should not be cheatin’ children to make their fortunes. (Scene 8)
- (D) BOOTS: Yer tryin’ to break us.
RACETRACK: But we’re stickin’ together like glue. (Scene 7)

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. Chubbs tells Ani, “Don’t worry, sometimes ya have to sacrifice a little up front to get what’s best down the road.” Explain what this means and how it applies to the play. Use text evidence.

8. The play ends when Ani says, “But our bravery helped pave the way.” In what ways were the newsies brave, and how could their bravery have “paved the way” for laws passed decades later?

Name: _____ Date: _____

The Newsies Quiz

Directions: Read *The Newsies*. Then answer the questions below.

1. **Chronological order** means “arranged in the order that events happened in time.” How would you put the play’s scenes in chronological order?
 - (A) put Scene 1 between Scenes 8 and 9
 - (B) put Scene 1 between Scene 9 and the epilogue
 - (C) put Scene 9 between Scenes 1 and 2
 - (D) The scenes are already in chronological order.
2. In Scene 1, N3 says, “Newsies swarm the wagon like ants on a frankfurter.” This simile
 - (A) conveys that a large number of newsies rush to the wagon and climb onto it.
 - (B) emphasizes how small the newsies are compared with the wagon.
 - (C) helps readers understand how hungry the newsies are.
 - (D) compares the newsies to frankfurters.
3. When Ani first learns about the strike, what is her reaction? Why?
 - (A) She is thrilled because she believes the strike will lead to better working conditions.
 - (B) She is scared because she thinks Hearst will fire anyone who participates in the strike.
 - (C) She is upset because she won’t be able to earn money during the strike.
 - (D) She is angry because she was not given the chance to vote on the strike.
4. Why does Hearst compromise with the newsies at the end of the play?
 - (A) The strike is costing him a lot of money.
 - (B) He realizes the difficulties he has created for the newsies and wants to help them.
 - (C) He is worried about his public image.
 - (D) A law passes that forces him to change his policies.
5. Which of the following is a theme of the play?
 - (A) There is strength in numbers.
 - (B) The newsies are successful because they stick together.
 - (C) Today, it is illegal for kids in America to work more than 18 hours during a school week.
 - (D) Newsies were poor and often homeless.
6. Which line or lines from the play help develop the theme you identified in question 5?
 - (A) ROSE: I got to go to school! (Epilogue)
 - (B) CHUBBS: Is that yer stomach growlin’? When was the last time you ate? (Scene 8)
 - (C) FACTORYWORKER: Those newspaper men should not be cheatin’ children to make their fortunes. (Scene 8)
 - (D) BOOTS: Yer tryin’ to break us.
RACETRACK: But we’re stickin’ together like glue. (Scene 7)

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. As William Randolph Hearst is portrayed in the play, what kind of a person is he? Support your conclusions with details from the play.
8. According to the play, what were the effects of the newsies’ strike? 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 *The Newsies*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Ani, William Randolph Hearst, 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. ANI is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. W. R. HEARST 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. This play is about what happens to all of the newsies, but there is one newsie who stands out—one character on whom the author particularly focuses. Which character is this, and what makes him or her stand out?

3. How does Ani’s attitude about the strike change? Support your answer with text evidence.

4. What is another way Ani changes over the course of the play? Support your ideas with details from the text.

Section 2: Setting

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

6. Based on the play, what are some ways that life has changed for American kids since the time of the newsies?

Section 3: Text Structure

7. Some stories are told in *chronological order*: The author describes events in the order they happen in time. Other stories are not told in chronological order: The author jumps around in time, a little or a lot, as he or she tells the story. *The Newsies* is an example of a story that is *not* told in chronological order. Describe how Scenes 1–9 are structured in terms of time.

8. Why might the author have structured the play the way you described? How does the structure affect your experience as a reader?

9. What type of information does the epilogue provide? How does this information relate to what happens in Scenes 1–9?

Section 4: Conflict

10. Consider the main person-versus-person **conflict** in the play.

A. Who is opposing whom? (You can name individuals or groups of people.)

B. Summarize this conflict. What does each side want?

C. Is this conflict resolved? If so, how?

11. Consider the main person-versus-society **conflict** in the play.

A. Who is opposing society? (You can name an individual or a group of people.)

B. Summarize this conflict. What problem is society causing for the person or people you named above?

C. Is this conflict resolved? If so, how?

Name: _____ Date: _____

Video Discussion Questions

"In the Time of the Newsies: 1890-1915"

1. The narrator says that 1890 to 1915 was "an exciting time in America" (0:16). Give two details from the video that support this statement and two details that challenge it.
2. What is the tone of the video during the segment about working conditions for child laborers (0:59-1:42)? Consider the narration, music, and visuals.
3. In your own words, describe a central idea of the segment about kids who work on city streets (1:43-3:04). Provide evidence to support that idea.
4. Based on information in the video (3:54-4:35), what can you infer is the meaning of *reformer*?

Newsies Contest

Civil rights leader Roger Baldwin once said, "Silence never won rights. They are not handed down from above; they are forced by pressures from below." Explain what this quote means and how it applies to the play.

Use text evidence. Five winners will each receive *Brooklyn Bridge* by Karen Hesse.

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

ENTRIES MUST BE RECEIVED BY April 15, 2015!

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 to help you write an objective summary of “Toys of Terror.”

1. What is the main subject of the article?

2. Give two examples of the problem.

3. What can be done to prevent the problem?

4. Is someone in charge of dealing with the problem? Explain.

5. Is the solution always successful? Why or why not?

6. Are there aspects of this situation that are uncontrollable?

Directions: Your turn! Write an objective summary of “Toys of Terror.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out details you find unnecessary.

Summary of "Toys of Terror"

This image shows a single 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 "Toys of Terror"

"Toys of Terror" is about _____
_____.

1. Your topic sentence tells what the article is mainly about.

2. Give two examples of harmful toys and explain why they were recalled.

Examples include _____
_____.

In the U.S., strict safety rules help to ensure that toys do not have harmful features such as _____
_____.

3. List three things that could make a toy harmful.

4. Which government agency enforces toy safety rules?

These rules are enforced by _____. Unfortunately, unsafe toys still end up in stores because _____
_____.

5. How many toys are manufactured each year?

6. What can't toy inspectors always predict?

Another factor is that toy inspectors _____
_____.
And even when toys have safety warnings, _____

_____.

7. What can happen when little kids play with toys meant for someone older?

Name: _____ Date: _____

Developing an Argument

Directions: Read "Toys of Terror" and "Popular Magnets Banned Forever." Then answer the questions below to help you develop an argument. You can use your answers to write an argument essay responding to the prompt on page 13: *What is the role of the Consumer Product Safety Commission? Was the CPSC right to ban Buckyballs?*

1. In your essay, you will discuss what the Consumer Product Safety Commission (CPSC) does, and whether it made a good or bad decision to ban Buckyballs. Start by writing a sentence explaining the role of the CPSC in your own words.

2. Find a line in "Toys of Terror" that supports your explanation. Write it below.

3. Find a line in "Popular Magnets Banned Forever" that gives an example of what the CPSC does. Write it below.

4. Should the CPSC have banned Buckyballs? Fill in the chart with reasons from the texts.

Was the CPSC right to ban Buckyballs?		
	YES	NO
Reason 1		
Reason 2		
Reason 3		

Name: _____ Date: _____

Close-Reading Questions

"Toys of Terror"

1. Find examples of irony in the description of toys on the first page of the article. Why do you think the author uses irony? (literary device)
2. The author uses the word *stringent* to describe the safety guidelines for toys sold in the United States. Why is this an appropriate description? (interpreting text)
3. Why does the government need an agency—the CPSC—to enforce toy-safety laws? What does the existence of this agency suggest about how the government sees its role in protecting children? (inference)
4. According to the article, why might criticism of the Consumer Product Safety Commission for injuries caused by toys be unfair? (inference)

Close-Reading Questions

"Popular Magnets Banned Forever"

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Critical-Thinking Questions

2. When, if ever, might regulation be unjust? Explain using evidence from both articles.

Name: _____ Date: _____

Paired Texts Vocabulary

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

- 1. counter (COWN-ter)** 1. *verb*; to say or do something that challenges something another person has said or done; 2. *adjective*; opposite; 3. *noun*; a long flat surface, such as in a kitchen
 - **example 1:** The chess champ countered each of my moves, so I wasn't surprised when she won the match.
 - **example 2:** I think cats make the best pets, but Dustin's opinion runs counter to mine. He thinks cats are the worst.
 - **example 3:** Before making dinner, Ian laid out the ingredients on the counter.
- 2. defect (DEE-fekt)** *noun*; a problem or fault that makes someone or something not perfect
 - **example:** The store sold the shirt at half price because it had a tiny defect in the stitching.
- 3. detect (di-TEKT)** *verb*; to discover, perceive, or notice something
 - **example:** The new high-tech fire alarm system can detect even the tiniest amounts of smoke.
- 4. manufacture (man-yuh-FAK-chur)** *verb*; to make something, often in large amounts, using machines
 - **example:** My cousin works at a factory that manufactures remote controls for televisions.
- 5. prominent (PROM-uh-nuhnt)** *adjective*; 1. important and well-known; 2. easily noticed or seen
 - **example 1:** The world's most prominent scientists were invited to the conference on how to clean up the oceans.
 - **example 2:** Cameron put her soccer trophy on the mantle; she wanted to put it in the most prominent place in the room so everyone would see it.
- 6. recall (rih-KAWL)** *verb*; 1. to remember something; 2. to order to return a purchased product that has a defect or problem
 - **example 1:** A smile grew on my grandmother's face as she recalled her childhood home in Indiana.
 - **example 2:** The company had to recall the entire shipment of shampoo because it was found to be contaminated.
- 7. regulation (reg-yuh-LAY-shunn)** *noun*; an official rule that says how something is to be done
 - **example:** Kayla has finished building her motorcycle, but she had to make sure it adheres to safety regulations before she takes it on the road.

8. retailer (REE-tay-lur) *noun*; a person or business that sells things directly to customers

- **example:** Eli's Ski Shop is the biggest retailer of winter-sports supplies in town.

9. standard (STAN-durd) 1. *noun*; a rule or model that is used to judge or measure how good something is; 2. *adjective*; usual or average

- **example 1:** I threw away an entire batch of cookies because they didn't meet my standards; they just weren't chewy enough.
- **example 2:** Sheila considered buying neon orange ballet slippers but decided to get the standard pale-pink ones instead.

10. stringent (STRIN-jint) *adjective*; very strict or severe

- **example:** The doctor put my dad on a stringent diet that prevents him from eating bread, pasta, or anything with a lot of sugar.

11. _____ (_____) _____
_____ ; _____

• **example:** _____

12. _____ (_____) _____
_____ ; _____

• **example:** _____

Paired Texts Vocabulary Practice

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

WORD BANK				
counter	detect	prominent	regulation	standard
defect	manufacture	recall	retailer	stringent

1. There is a giant sale going on at the mall this weekend; every _____ is offering 20 percent off its merchandise!
2. The server had to take Monty's order again because she couldn't _____ if he wanted pancakes or waffles.
3. The search-and-rescue dog _____ the scent of the lost child and led rescuers in the right direction.
4. I still don't know what happens at the end of *The Hunger Games* because my copy of the novel has a _____; the last 10 pages are blank.
5. When Evan grows up, he wants to create giant robots that can help _____ everything from cars and computers to toothbrushes and socks.
6. Jeremiah's mom is a _____ member of the city council; she is always being quoted in the local newspaper.
7. My brother has no more free time because his wrestling coach put him on a _____ after-work schedule; all he does now is go to practice, drink protein shakes, and work out.

Directions: Write two sentences. In each, use at least one word from the list of vocabulary words on pages 1 and 2 of this activity.

8. _____

9. _____

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Toys of Terror” and “Popular Magnet Banned Forever.” Then answer the questions below.

1. Which statement best expresses a central idea of “Toys of Terror”?

- (A) Toys made in China are not regulated in the U.S.
- (B) Most toy-related injuries are due to improper use rather than defects in manufacturing.
- (C) Toy-related injuries are decreasing every year.
- (D) Toys cause harm to a great number of children every year.

2. Which sentence best supports your answer to question 1?

- (A) “Dozens of toy-safety standards, covering everything from baby rattles to motorized scooters, help protect kids from harm.”
- (B) “But last year, a staggering 257,000 kids had to be rushed to hospital emergency rooms with toy-related injuries.”
- (C) “These factories are supposed to follow U.S. standards, but some do not.”
- (D) “. . . the U.S. has some of the toughest toy-safety standards in the world.”

3. Which can you infer might happen if the CPSC had more time and money to inspect toys?

- (A) More toys would be made in the U.S.
- (B) There would be fewer toy recalls.
- (C) Warning labels on toys would be bigger.
- (D) Consumers would buy more toys.

4. Which of the following does the author present as a reason that some flawed toys are sold in the United States?

- (A) There are more toys sold in the U.S. than toy testers can manage to test.
- (B) Toy testers do not have very strict standards.
- (C) Two kids suffered burned fingers before My Sweet Baby Cuddle Care dolls were removed from Walmart’s shelves.
- (D) Some people want the government to do more to protect kids from unsafe toys.

5. The author of the essay writes, “But the saga didn’t end there.” The word *saga* suggests that

- (A) millions of people were harmed by Buckyballs.
- (B) the CPSC ruined Craig Zucker’s life.
- (C) the dispute about Buckyballs has been long and complicated.
- (D) Buckyballs are still available outside the U.S.

6. How does “Popular Magnets Banned Forever” support ideas in “Toys of Terror”?

- (A) It demonstrates that some toys are dangerous in unpredictable ways.
- (B) It shows how with more money for inspections, the CPSC could do a better job.
- (C) It confirms that magnets are dangerous to kids.
- (D) It provides an example of a factory in China that did not follow the CPSC’s safety standards.

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. Should the U.S. government increase funding to the CPSC? Use information from “Toys of Terror” to support your argument.

8. In a well-organized paragraph, explain three challenges the CPSC faces in making sure all toys are safe. Use details from the article and the essay in your response.

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Toys of Terror” and “Popular Magnets Banned Forever.” Then answer the questions below.

1. Which statement best expresses a central idea of “Toys of Terror”?

- (A) Toys made in China are not regulated in the U.S.
- (B) Most toy-related injuries are due to improper usage rather than defects in manufacturing.
- (C) Toy-related injuries are decreasing every year.
- (D) Toys cause harm to a great number of children every year.

2. Which sentence best supports your answer to question 1?

- (A) “Dozens of toy-safety standards, covering everything from baby rattles to motorized scooters, help protect kids from harm.”
- (B) “But last year, a staggering 257,000 kids had to be rushed to hospital emergency rooms with toy-related injuries.”
- (C) “These factories are supposed to follow U.S. standards, but some do not.”
- (D) “. . . the U.S. has some of the toughest toy-safety standards in the world.”

3. The tone of the first section of “Toys of Terror” changes from _____ to _____.

- (A) sweet, furious
- (B) adoring, negative
- (C) happy, questioning
- (D) curious, gloomy

4. How does the information about My Sweet Baby Cuddle Care contribute to the article?

- (A) It helps readers understand why the doll was so popular.
- (B) It describes how toy testers evaluate the safety of a toy.
- (C) It provides an example of a toy with a defect that harmed children.
- (D) It demonstrates that the U.S. has tough safety standards.

5. The author of the essay writes, “But the saga didn’t end there.” The word *saga* suggests that

- (A) millions of people were harmed by Buckyballs.
- (B) the CPSC ruined Craig Zucker’s life.
- (C) the dispute about Buckyballs has been long and complicated.
- (D) Buckyballs are still available outside the U.S.

6. Which of the following statements is supported by information in BOTH articles?

- (A) It is illegal to use lead paint in toys.
- (B) It can be dangerous for children to play with toys meant for older children or adults.
- (C) Banning a toy may cause the company that makes it to go out of business.
- (D) During testing, the CPSC can always determine whether a toy will be dangerous to children.

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. Write a paragraph arguing that the U.S. government should increase funding to the CPSC. Use details from “Toys of Terror” to support your argument.

8. In a well-organized paragraph, explain three challenges the CPSC faces in making sure all toys are safe. Use details from the article and the essay in your response.

Toy Contest

What is the role of the Consumer Product Safety Commission? Was the CPSC right to ban Buckyballs? Explain. Use information from both texts to support your answer. Five winners will get *Doll Bones* by Holly Black.

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

ENTRIES MUST BE RECEIVED BY April 15, 2015!

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters develop their arguments. We have filled in some information for you.

	Josh	Josh's mom
line(s) that express the central idea, or central claim		"But when it comes to starting your own YouTube channel, my answer is no. You are right that there are lots of teenage vloggers who have amassed huge followings. That is precisely what concerns me." (p. 21)
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument	"Don't start thinking that all this fame will ruin me." (p. 20)	
line(s) that contain the rebuttal to the counterargument		

Name: _____ Date: _____

Vocabulary:

"Should Josh Become a YouTube Star?"

Directions: Read the definitions and example sentences below. Then add one more word from the article.

1. amass (uh-MASS) *verb*; 1. to gather or collect, especially for oneself; 2. to come together as a group or crowd; assemble

- **example 1:** The detective amassed evidence that proved the thief was guilty.
- **example 2:** Photographers amassed outside the hotel where Jennifer Lawrence was staying.

2. cope (kohp) *verb*; to attempt to deal with problems or difficulties—often successfully

- **example:** Mrs. Kim deeply missed her two children while they were away at summer camp; to help her cope with their absence, she started a book club with her friends.

3. hone (hohn) *verb*; to improve upon or perfect

- **example:** Coach says I need to hone my dribbling skills, so I have been practicing on my own.

4. lucrative (LOO-kruh-tiv) *adjective*; producing money or wealth; profitable

- **example 1:** My little sister's lemonade stand was surprisingly lucrative. She made \$1,000!

5. promote (pruh-MOHT) *verb*; 1. to advance in rank, station, or honor; 2. to help something grow or develop; 3. to help increase sales, acceptance, or knowledge of something

- **example 1:** My mother was promoted at work today; she is now the vice president of sales.
- **example 2:** Drinking milk promotes healthy bones.
- **example 3:** Mark and Mia passed out flyers to promote their frisbee league.

6. stupendous (stoo-PEN-duhs) *adjective*; so large or great that it impresses you; wonderful

- **example:** "Stupendous!" David exclaimed as he peered through the giant telescope at the dazzling star.

7. _____ (_____) _____

_____ ; _____

• **example:** _____

Vocabulary Practice:

"Should Josh Become a YouTube Star?"

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

1. An antonym for **stupendous** is _____.
Ⓐ marvelous
Ⓑ ordinary
Ⓒ breathtaking
Ⓓ astounding
2. Liz is **promoting** the grand opening of her mom's new bakery. What is she doing?
Ⓐ giving out free samples of the bakery's muffins to her neighbors
Ⓑ keeping the location of the bakery a secret
Ⓒ feeling like she can't wait another moment for the bakery to open
Ⓓ lying awake at night worrying that the bakery will not be successful
3. "George," said Melissa, "I am counting on you to **cope with the problem**." What is Melissa counting on George to do?
Ⓐ admit that he caused the problem
Ⓑ handle the problem
Ⓒ make the problem worse
Ⓓ deny that there is a problem
4. People might **amass** for all the following except
Ⓐ a comic-book convention.
Ⓑ an outdoor sporting event.
Ⓒ a political rally.
Ⓓ a romantic dinner for two.

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

5. The play was **stupendous**. I was amazed by _____
_____.
6. To **hone** his juggling skills, Ben _____
_____.
7. Kristina's bracelet-making business had become so **lucrative** that she _____
_____.
8. The firefighters started a campaign at our school **promoting** _____
_____.
9. _____

_____.

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Josh Become a YouTube Star?" Complete the scavenger hunt on page 21. Then follow the steps below to write an essay explaining your opinion on whether or not Josh should create a YouTube series.

STEP 1: DECIDE WHAT YOU THINK

Should Josh create his own YouTube series? 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! The benefits could be amazing.

☐ No! It would be a disaster.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the elements that you found for the scavenger hunt on page 21 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 agree with Josh's mother and think Josh should NOT create a YouTube series, summarize Josh's strongest arguments for why he should. Alternatively, if you think "Josh Stirs It Up" sounds like a great idea, summarize the main reasons his mother is 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 the experience of someone you know or someone you read about who posted something on YouTube.
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the letters. You can also do some research to find one that is not included in the letters.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about YouTube fame. One way you could structure your question is like this: "What's wrong with dedicating time 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 Josh and his mother disagree over whether Josh should start a YouTube show.

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 Josh should create a YouTube series. 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 Josh should create "Josh Stirs It Up" for YouTube. (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

Name: _____ Date: _____

Synthesizing

To *synthesize* means to combine information from two or more sources to form an idea or opinion. Answer the questions below to synthesize information from the story “The Ghost Bird” (TGB) and the informational text “Saving the Ghost Bird” (SGB). We’ve indicated where you can find each answer.

1. What does the ivory-billed woodpecker look like? (<i>both texts</i>)	
2. Why is the ivory-billed woodpecker widely believed to be extinct? (<i>both texts</i>)	
3. What is one factor that contributes to birds becoming extinct? (<i>both texts</i>)	
4. How did James Tanner’s work in the 1930s benefit the ivory-billed woodpecker? (<i>SGB</i>)	
5. What does Mr. Joe Tanner do to protect ivorybills and other birds? (<i>TGB</i>)	
6. Why might it be important to document the existence of rare species of animals? (<i>TGB</i>)	
7. Are ivory-billed woodpeckers extinct today? (<i>SGB</i>)	

Name: _____ Date: _____

Critical-Thinking Questions

"Saving the Ghost Bird"

1. The ivory-billed woodpecker is also known as the Ghost Bird. What are possible reasons for this nickname?
2. Was James Tanner's work successful? Did he make a positive difference for the ivory-billed woodpecker? How can you tell?
3. Why might someone offer \$50,000 for proof that the ivorybill still exists?

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

Section 1: Characters

1. For the characters of Hannah, Mr. Tanner, 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. HANNAH is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. MR. TANNER 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 Mr. Tanner says. What does this action reveal about him?

3. Give two examples of **indirect characterization** of Hannah. Explain what each reveals about her.

Section 2: Mood

4. What is the **mood** of the story? Does it stay the same throughout or does it change? Explain. Then explain how the author establishes the **mood**. Which **imagery**, words, ideas, **characters**, and aspects of the **setting** or **plot** cause you to feel the way you do?

Section 3: Plot and Structure

5. Consider the **dialogue** between the people camped outside of Mr. Tanner's house. What purpose does it serve in the story?

6. Describe the primary **conflict**. Is it **internal** or **external**?

7. What is the **climax** of the story? Explain, using text evidence to support your answer.

Section 4: Suspense

8. List three examples of ways the author creates suspense. Your examples can be lines, words, or events in the plot that add to the central tension of the story.

Name: _____ Date: _____

“The Ghost Bird” Quiz

Directions: Read “The Ghost Bird” and “Saving the Ghost Bird.” Then answer the questions below.

1. The following lines from the story are examples of indirect characterization of Mr. Tanner except
 - (A) “My family sold you the land, they didn’t sell you the air.” (p. 25)
 - (B) “Why doesn’t he come out of the house?” (p. 26)
 - (C) “Did anyone follow you in?” (p. 26)
 - (D) “Mr. Tanner lived all alone, except for Felix, a yellow-headed parrot nearly as old as he was.” (p. 25)
2. On page 26, Mr. Tanner refers to “the whole blame article” that was written about him. The author’s use of *blame* helps the reader understand
 - (A) the length of the article.
 - (B) the popularity of the article.
 - (C) the poor quality of the article.
 - (D) that Mr. Tanner is not happy with the article.
3. On page 27, the author most likely included the detail about the color of a blackbird’s wings to
 - (A) demonstrate Hannah’s knowledge of birds.
 - (B) explain that blackbirds aren’t all black.
 - (C) portray Hannah as a know-it-all.
 - (D) show that Hannah was losing patience with her brother.
4. Which phrase best describes the mood at the end of the story, when Hannah can’t find Mr. Tanner in his house?
 - (A) frustrated and calm
 - (B) sad and full of dread
 - (C) suspenseful and anxious
 - (D) hopeful and excited
5. Which line from the story best supports your answer to number 4?
 - (A) “I’m fine. I just had to take a rest after my climb.” (p. 28)
 - (B) “She rushed up the steps two at a time.” (p. 28)
 - (C) “Not 10 feet away were two of the most beautiful birds she had ever seen.” (p. 28)
 - (D) “He can’t hear us. I’ll go around to the side and get him.” (p. 28)
6. Which idea is supported by both the story and the essay?
 - (A) Logging destroyed the ivorybill’s habitat.
 - (B) When he died in 1991, James Tanner was convinced that ivorybills were extinct.
 - (C) Many people are interested in ivorybills.
 - (D) Human activity contributes to habitat loss.

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 does the author characterize Hannah? Use text evidence to support your answer.
8. In the essay, Lauren Tarshis writes, “For centuries, the ivorybill had been one of America’s most treasured creatures.” How is the ivorybill depicted as a “treasured creature” in both texts?

Name: _____ Date: _____

“The Ghost Bird” Quiz

Directions: Read “The Ghost Bird” and “Saving the Ghost Bird.” Then answer the questions below.

1. All of the following lines reveal that Mr. Tanner is a private person except

- (A) “My family sold you the land, they didn’t sell you the air.” (p. 25)
- (B) “Why doesn’t he come out of the house?” (p. 26)
- (C) “Did anyone follow you in?” (p. 26)
- (D) “Which in this case he had to be, because there was no one on Earth who liked attention less than Mr. Joe Tanner.”

2. On page 26, Mr. Tanner refers to “the whole blame article” that was written about him. The author’s use of *blame* helps the reader understand

- (A) the length of the article.
- (B) the popularity of the article.
- (C) the poor quality of the article.
- (D) that Mr. Tanner is not happy with the article.

3. On page 27, the author most likely included the detail about the color of a blackbird’s wings to

- (A) demonstrate Hannah’s knowledge of birds.
- (B) explain that blackbirds aren’t all black.
- (C) portray Hannah as a know-it-all.
- (D) show that Hannah was losing patience with her brother.

4. At the end of the story when Hannah can’t find Mr. Tanner, the mood is suspenseful. Which line from the story helps create this mood?

- (A) “I’m fine. I just had to take a rest after my climb.” (p. 28)
- (B) “She rushed up the steps two at a time.” (p. 28)
- (C) “Not 10 feet away were two of the most beautiful birds she had ever seen.” (p. 28)
- (D) “He must be building more birdhouses.” (p. 28)

5. Which detail should NOT be included in a summary of the story?

- (A) Mr. Tanner cannot walk very well.
- (B) The name of Mr. Tanner’s parrot is Felix.
- (C) Hannah is interested in birds.
- (D) Mr. Tanner claims to have seen a pair of ivory-billed woodpeckers on his land.

6. Which idea is NOT supported by both the story and the essay?

- (A) Human activity contributes to habitat loss.
- (B) The ivory-billed woodpecker is a beautiful and dazzling bird.
- (C) Many people are interested in ivorybills.
- (D) Logging destroyed the ivorybill’s habitat.

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 does the author portray Hannah as a caring and thoughtful person? Use text evidence to support your answer.

8. In the essay, Lauren Tarshis writes, “For centuries, the ivorybill had been one of America’s most treasured creatures.” How is the ivorybill shown as a “treasured creature” in both texts?

Ghost Bird Contest

According to the informational text, James Tanner was deeply concerned about the plight of the ivorybill. Does the author Roland Smith inspire readers to share this concern? Answer this question using text evidence.

Five winners will each get a copy of *Beneath* by Roland Smith.

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

ENTRIES MUST BE RECEIVED BY April 15, 2015!

Name: _____ Date: _____

Do You Need That Apostrophe?

You have a word that ends with *s*. Should there be an apostrophe before that *s*? Here's what you need to know:

Do NOT use apostrophes to form plurals.

The plural form of a noun indicates more than one person, place, or thing. Plural nouns usually end in *s*. For example: *shoes, apples, faces*. So . . .

NO: Place your shoe's in the closet.

YES: Place your shoes in the closet.

There are also some irregular plural nouns, like *men, women, feet, and mice*. They have no *s*, they need no *s*! So . . .

NO: The women's are upstairs.

YES: The women are upstairs.

To form the plural of a singular noun that ends in a consonant followed by *y*, remove the final *y* and replace it with *ies*. For example: *party* becomes *parties*, *body* becomes *bodies*, and *baby* becomes *babies*. So . . .

NO: There are two baby's in the stroller.

YES: There are two babies in the stroller.

Do NOT use apostrophes to form possessive pronouns.

A possessive pronoun is a word that shows ownership, like *hers, ours, whose, and its*. So . . .

NO: The bike is her's.

YES: The bike is hers.

NO: It's tires were flat.

YES: Its tires were flat.

DO use apostrophes to form possessives.

Possessives show ownership.

To make a singular noun (like *artist*) possessive, add 's to the end. So . . .

YES: That is the artist's first painting.

Add 's even if the noun ends with *s*. So . . .

YES: Where is Chris's trophy?

To make a compound noun (a noun formed by two or more words) possessive, add 's to the end of the last word. So . . .

YES: I like my sister-in-law's new car.

YES: The washing machine's door is open.

If two or more people or things possess or share the same item, add 's to the last person or thing only. So . . .

YES: Jason and Emily's vacation sounded nice.

To make a plural noun (like *dogs*) possessive, add an apostrophe after the *s* that is already at the end of the word. If the plural noun is irregular and doesn't end in *s*, add an apostrophe and an *s*. So . . .

YES: The dogs' toy needs to be washed.
This refers to one toy shared by two or more dogs.

YES: The women's jackets are on the coat rack.

An activity on apostrophe s begins on the next page.

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

1. Choose the sentence that is punctuated correctly.

- Ⓐ Claire's toe's are cold.
- Ⓑ Claires' toes are cold.
- Ⓒ Claires toes are cold.
- Ⓓ Claire's toes are cold.

2. Which of the following correctly indicates that the tent belongs to more than one boy?

- Ⓐ Where is the boys' tent?
- Ⓑ Where is the boy's tent?
- Ⓒ Where is the boys tent?
- Ⓓ Where is the boys's tent?

3. Which of the following correctly indicates that Kim and Jessica live in the same house?

- Ⓐ Kim's and Jessica's house is cold.
- Ⓑ Kim's and Jessica house is cold.
- Ⓒ Kim and Jessica's house is cold.
- Ⓓ Kim's and Jessica's houses are cold.

4. Who or what owns the fur in the following sentence? *Owen's hamsters' fur is soft.*

- Ⓐ one hamster
- Ⓑ more than one hamster
- Ⓒ Owen
- Ⓓ It is impossible to tell.

5. One movie star has three dogs. All of them barked. Which sentence indicates this?

- Ⓐ The movie's star's dogs barked.
- Ⓑ The movie star's dogs barked.
- Ⓒ The movie star's dog's barked.
- Ⓓ The movie stars' dogs barked.

6. Which of the following correctly indicates that the friends of one girl are laughing?

- Ⓐ The girls' friends are laughing.
- Ⓑ The girl's friend's are laughing.
- Ⓒ The girl's friends are laughing.
- Ⓓ The girls' friends' are laughing.

Directions: The following letter contains 12 apostrophe errors. Find them, then fix them!

Dear Pete and Pat,

I hope you are having fun at your grandma's and grandpa's house. Marcus, Martin, May, and I are spending the holiday's at home, finishing Moms huge list of chore's. She told us to clean our rooms, so May tidied my side of our room and I cleaned her's. I must say, it is nice to have everything so neat and organized. Even the cat's seem to enjoy it. They have been hanging out in our room ever since we cleaned it.

Marcus' and Martin's room is still a complete mess—though they have found some interesting stuff in there. Martin found Marcuses project from last years Invention Convention. Marcus discovered Martins' leftover's from the pizza party we had three months ago. The boys' also finally found those DVDs you lent them. I am sad to say that most of them are scratched or broken.

That is all my news for now. Call us when you get home!

Love, Mercy

Name: _____ Date: _____

Correct Capitalization

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

Capitalize the first word in every sentence.

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

Capitalize the first word of a direct quotation.

Stacy asked, "When are we leaving for vacation?" "You know I don't like mushrooms," said Ethan.

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

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

You will read about Anne Frank when you study World War II.

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

Capitalize titles (Mr., Ms., Dr., Aunt, Grandpa, Governor, etc.) when they come directly before a name.

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

Please give this envelope to Judge Anderson.

Lucy says that Grandpa George called.

Capitalize titles when they are used instead of a name.

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

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

"Nice to see you again, Captain," said Roger.

An activity on capitalization begins on the next page.

Directions: Correct the 18 capitalization errors in the school newspaper story below. Circle any letters that should be capitalized, and draw a slash through any letters that should be lowercase.

Menu Madness on Monday

Last Friday a brightly colored notice appeared on the cafeteria doors of mountain creek high school. It read "New menu starting Monday!" Despite the sign's upbeat tone, many Students were concerned, confused, and upset.

cafeteria manager mrs. newman did not release any details of the new menu on Friday, except to say that it was a "positive change." Few students felt reassured as they headed into the weekend.

As nervous students filed into the cafeteria on Monday, they found Mrs. Newman and Mr. Greenberg, the Principal, waiting for them. Mrs. Newman and Mr. Greenberg explained that from then on, the cafeteria would be serving only healthy meals.

over the sound of students' groans, Mrs. Newman unveiled the new menu. It included salads, soups, Baked fish, and Grilled chicken.

"we are concerned that too many students are choosing pizza instead of salad," said Mr. Greenberg, "so we are eliminating the pizza option."

Many students, like Eighth-Grader Katie Ready, were outraged. "This is a violation of our rights," she said.

"where are the burgers? Where are the hot dogs?" asked seventh-grader Kevin Miller.

Though many students appeared devastated by the change, there were those who took it in stride, like sixth-grader Frank Robbins. "I don't mind eating some carrots and chicken soup for lunch," he said. "Hopefully, my Mom will let me eat junk food when I get home."

Reported by juliane Woods

Name: _____ Date: _____

Essential and Nonessential Elements

This page and the next will help you understand the difference between an essential element of a sentence (also called a restrictive element) and a nonessential element (also called a nonrestrictive element), and how to punctuate both. Don't worry—we'll take it step by step!

ESSENTIAL ELEMENT:

part of a sentence that cannot be removed without changing the basic meaning of the sentence

James is looking for the girl who was here earlier.

Consider the detail "who was here earlier." Can you remove it from the sentence without changing the basic meaning of the sentence? You cannot, because without "who was here earlier," the sentence would be "James is looking for the girl." Without "who was here earlier," the reader does not know which girl James is looking for. So, in this case, "who was here earlier" is an *essential element*.

Here are some more examples of sentences containing an essential element:

I couldn't remember the name of the place where we had my birthday picnic last spring.

"Where we had my birthday picnic last spring" is essential, because if you removed it, the reader would not know which place the writer could not remember the name of.

The restaurant that we are going to does not open until six.

Here, "that we are going to" tells which restaurant this sentence is about.

The girl with the red hair is late.

"With the red hair" is essential because it's the only thing that tells the reader which girl is late.

NONESSENTIAL ELEMENT:

part of a sentence that adds detail but could be left out without changing the basic meaning of the sentence

James is looking for Lena, who was here earlier.

Can you remove "who was here earlier" without changing the basic meaning of *this* sentence? You can, because without it, the sentence is "James is looking for Lena." The reader still knows who James is looking for. So, in this case, "who was here earlier" is a *nonessential element*.

Here are some more examples of sentences containing a nonessential element:

Jeremy ran all the way to the store, his feet hurting the whole time.

"His feet hurting the whole time" is nonessential because taking it out doesn't change the statement that Jeremy ran all the way to the store.

Patsy's, the restaurant we are going to, opens at six.

We know that the speaker is talking about Patsy's. "The restaurant we are going to" provides additional detail.

Zoe, who has red hair, is late.

"Who has red hair" is nonessential because we already know who is late: Zoe. That she has red hair is just an additional detail.

Got it? Here is some information about punctuating essential and nonessential elements:

ESSENTIAL ELEMENTS are *not* set off by commas.

Take a look at the example sentences containing essential elements on page 1 of this activity. See how no comma appears before or after the underlined part of the sentence?

NONESSENTIAL ELEMENTS are set off by commas.

Notice how all of the nonessential elements in the examples on page 1 are introduced by a comma? And see how, if the nonessential element is not at the end of the sentence, it is followed by a comma too?

Sometimes, whether you use a comma or not will *determine* whether an element is essential or nonessential—which can affect the meaning of your sentence. For example:

Karl's brother Brian is coming too.

Without commas around it, "Brian" is essential. This sentence tells you that Karl has more than one brother, and the one named Brian is who is coming. Why? Because by not using commas to set off "Brian," the writer is letting you know that it is essential to state which of Karl's brothers is coming for the sentence to keep its basic meaning.

Karl's brother, Brian, is coming too.

With commas around it, "Brian" is nonessential. So this sentence tells you that Karl has only one brother, and his name is Brian. Why? Because by treating "Brian" as nonessential, the writer is telling you that if you took "Brian" out of the sentence, it would still be about the same person. You don't need his name to understand the basic meaning of the sentence.

One more thing:

Use *that* with ESSENTIAL ELEMENTS.

In a sentence that needs either a *which* or a *that*, use *that* before essential elements. (There should not be a comma before *that*, because, as you just learned, you do not use commas to set off essential elements!)

For example:

The package that was supposed to arrive on Tuesday still isn't here.

The writer is using "that was supposed to arrive on Tuesday" to make it clear which package he or she is referring to.

Use *which* with NONESSENTIAL ELEMENTS.

In a sentence that needs either a *which* or a *that*, use *which* before nonessential elements (and put a comma before it).

For example:

The package, which was supposed to arrive on Tuesday, still isn't here.

Here, the writer assumes the reader knows which package he or she is talking about, and "which was supposed to arrive on Tuesday" is provided as an additional detail.

An activity to test your use of essential and nonessential elements begins on the next page.

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

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

☐ nonessential ☐ essential How I know: _____

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

☐ nonessential ☐ essential How I know: _____

Directions: Put check marks next to the sentences that are punctuated correctly.

3. ____ A. My mother is on a mission to find out, where the mud all over the kitchen floor came from.

____ B. My mother is on a mission to find out where the mud all over the kitchen floor came from.

4. ____ A. This pizza, which we ordered from Baba Louie's, is delicious.

____ B. This pizza which we ordered from Baba Louie's, is delicious.

5. ____ A. The chairs, in the waiting room, are not very comfortable.

____ B. The chairs in the waiting room are not very comfortable.

Directions: Each sentence below contains a nonessential or essential element that is incorrectly punctuated. Cross out commas that shouldn't be there and write in commas that are missing.

6. Escargot which I'm curious to taste is a French delicacy of cooked snails.

7. I had to clean the litter box which is one of my least favorite chores.

8. The brownies, that I made, were the most popular item at the bake sale.

9. Monica who is Alondra's best friend lives next door to Luke.

10. My English teacher Mr. Watson tutors me after school.

11. Mrs. Pendleton told me to take the package, with the pink bow, to my mother.

Name: _____ Date: _____

Run-on Repair

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

Gray clouds rolled in, darkening what had been a bright-blue sky, we still had fun.

"Gray clouds rolled in, darkening what had been a bright-blue sky" and "we still had fun" are both independent clauses—each can stand on its own as a sentence. A comma is not enough to join the two clauses.

Here are three ways to correct a run-on sentence:

Divide it into separate sentences:

Gray clouds rolled in, darkening what had been a bright-blue sky. We still had fun.

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

Gray clouds rolled in, darkening what had been a bright-blue sky, but we still had fun.

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

Gray clouds rolled in, darkening what had been a bright-blue sky; however, we still had fun.

Directions: Read each sentence below. If it is a run-on, write "RO" next to it. If it is not a run-on, make a check (✓) next to it.

- _____ 1. Phil has never eaten pineapple before, he is in for a treat.
- _____ 2. We thought that Oscar, my grandparents' dog, was upstairs, but actually he was in the living room sampling the appetizers my grandma had put out for the guests.
- _____ 3. You might not expect Kevin and Seth to be friends, they don't seem to have much in common, they are extremely close, almost like brothers.
- _____ 4. Shelby forgot her lunch, I gave her half of mine.

Directions: Rewrite the following run-on sentences, using one of the solutions on page 1 of this activity.

5. I would love to have a cat or a dog, I'm allergic to their fur.

Correct: _____

6. I go to sleep very late on Saturday nights, I am always really tired on Sundays.

Correct: _____

7. Ali and Phoebe are twins, they are nothing alike.

Correct: _____

8. Carlos reeled in a huge fish, he threw it back into the water.

Correct: _____

9. The creatures arrived in a spaceship from a distant galaxy, they came in peace.

Correct: _____

10. Jackson is running for class president, he has a lot of great ideas on how to improve our school.

Correct: _____

11. Phil ate the leftover pizza, he had some chips and salsa.

Correct: _____

12. Tomorrow, Hannah is getting new glasses, she accidentally stepped on her old ones.

Correct: _____

Name: _____ Date: _____

Master Verb-Tense Consistency

A verb's *tense* indicates when the action that it describes takes place—in the past (I ran), in the present (I run), or in the future (I will run).

The verb tense you use should remain *consistent*, or the same, throughout sentences, throughout paragraphs, and throughout the entire body of whatever you are writing—unless you have a good reason to change it. For example:

Incorrect: When my mom **goes** to the store, she **bought** a treat for everyone.
(*Goes* is in the present tense, and *bought* is in the past tense—and there is no good reason for the shift.)

Correct Option 1: When my mom **goes** to the store, she **buys** a treat for everyone.
(Both verbs are in the present tense.)

Correct Option 2: When my mom **went** to the store, she **bought** a treat for everyone.
(Both verbs are in the past tense.)

So what IS a good reason to change the verb tense you are using? Change tenses when you are describing events that happen at different times. For example:

Correct: Lindsey **plays** field hockey now, but last year she **was** on the soccer team.
(You are describing something that is happening now, and you are also describing something in the past.)

Correct: We **took** first place in the state competition; next week we **will compete** in the national competition.
(You are describing something that happened in the past, and you are also describing something that will happen in the future.)

Directions: In each group of sentences or paragraphs below, place a ✓ in front of the sentence or paragraph that correctly uses verb tenses.

1. **A** _____ I picked up the cell phone quickly and dial the number.
B _____ I pick up the cell phone quickly and dialed the number.
C _____ I picked up the cell phone quickly and dialed the number.
2. **A** _____ Suddenly, the lights flickered and an uninvited guest enters the room.
B _____ Suddenly, the lights flicker and an uninvited guest enters the room.
C _____ Suddenly, the lights flicker and an uninvited guest entered the room.
3. **A** _____ When I was comfortable, I began my homework.
B _____ When I was comfortable, I begin my homework.
C _____ When I am comfortable, I began my homework.
4. **A** _____ Stephen is going to save his money so that he will be able to buy a drum set.
B _____ Stephen is going to save his money so that he was able to buy a drum set.
C _____ Stephen saves his money so that he was able to buy a drum set.

We were all snuggled up on the couch to watch a movie as the rain pounds against the window. Then there was a tremendous rumble of thunder, and the electricity goes out. We slowly walked into the kitchen to get some flashlights and candles. We decide to play a game of Clue by candlelight. We played five games before the lights come back on. I must say, it was pretty fun!

[illegible]

Name: _____ Date: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Joe Chambers into an article.

1 The headline "Out of the Flames" 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 Joe says. The first paragraph should include important information from the photo caption as well.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

3 Choose two sentences from what Joe 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. Joe recalls, "I always wanted to volunteer, and one day I just got up and decided to do it."
2. "I've always had the instinct to look out for other people," explains Joe, "but after seeing all that I've seen, I feel like I now have the skills to do more."
3. "Being a firefighter makes me aware of my surroundings, and it's given me the courage and skills to respond to emergencies," Joe says.

Direct Quote 1: _____

Direct Quote 2: _____

4 Pick out the information that you find most interesting. You might, for example, choose to mention that Joe saved Officer Mark Kimsey's life by pulling the officer through the window of a burning car.

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.

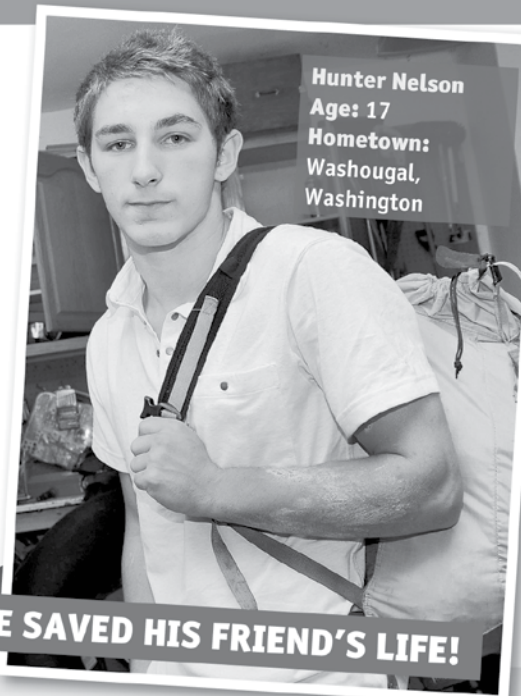
Main Idea

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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You Write It Contest

Read our interview with Joe Chambers. Choose a central idea and write a three-paragraph article about Joe in your own words. Be sure to use quotes from our interview. Three winners will each get 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 April 15, 2015!

Name: _____ Date: _____

Who vs. Whom

The words **who** and **whom** are both pronouns (words that can take the place of nouns) and are often mixed up. Here is how to keep them straight!

Use **who** to refer to the subject of a sentence or clause. The subject is the "doer," the person who is doing or being something.

Examples:

"**Who** wants more pie?" asked Sasha.

I'm the one **who** found my dad's keys.

Kyle, **who** has a dog, two cats, and a bird, wants to be a veterinarian when he grows up.

Use **whom** to refer to the object of a sentence or clause. The object is the person or thing receiving the action.

Examples:

"**Whom** did you invite?" asked Lulu.

My mom's cousin, **whom** we see only once a year, is coming for Thanksgiving dinner.

Anne, with **whom** I went to see *Mockingjay*, dressed as Katniss Everdeen for Halloween.

Here is a trick you can use to figure out whether to use **who** or **whom**:

He = Who

If your sentence is a question and you can answer it with *he* (or *she*, *we*, *I*, or *they*) use **who**.

Examples:

Who/Whom borrowed my computer?

Answer: He did.

Correct: Who/Whom borrowed my computer?

Who/Whom likes scary movies?

Answer: She does.

Correct: Who/Whom likes scary movies?

Him = Whom

If your sentence is a question and you can answer it using *him* (or *her*, *us*, *me*, or *them*), use **whom**.

Examples:

From who/whom did you catch that cold?

Answer: I caught it from him.

Correct: From who/whom did you catch that cold?

Who/Whom will I see at the party?

Answer: You will see them at the party.

Correct: Who/Whom will I see at the party?

If your sentence is not a question, you can still use this trick. Instead of answering a question, though, you'll need to restate your sentence so that it uses either *he/she* or *him/her*.

Example:

Zena, who/whom sits next to me in geometry class, is my best friend.

Restated: She sits next to me in geometry class.

Correct: Zena, who/whom sits next to me in geometry class, is my best friend.

Example:

Jackson had lunch with Alex, who/whom he knows from the skate park.

Restated: Jackson knows him from the skate park.

Correct: Jackson had lunch with Alex, who/whom he knows from the skate park.

An activity on using *who* and *whom* begins on the next page.

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

1. Naoko, **who/whom** is from Japan, can speak four languages.
2. This weekend, I am going to a movie with Roxie, **who/whom** lives around the corner.
3. With **who/whom** are you going to play soccer?
4. Mrs. Kessler, **who/whom** I saw at the sporting goods store yesterday, will be our volleyball coach.
5. Ernesto, **who/whom** can name all the states alphabetically, is a history buff.
6. The acrobats, **who/whom** performed first in the show, executed an incredible trapeze routine.

Directions: Put a check mark next to the sentence that is grammatically correct.

7. **a** ____ Henry, who grew up in London, has a strong British accent.
b ____ Henry, whom grew up in London, has a strong British accent.
8. **a** ____ Who is responsible for this mess?
b ____ Whom is responsible for this mess?
9. **a** ____ Emma went to the concert with Simon, who she met at camp last summer.
b ____ Emma went to the concert with Simon, whom she met at camp last summer.
10. **a** ____ The student who gets the most donations for the walkathon will receive a special prize.
b ____ The student whom gets the most donations for the walkathon will receive a special prize.

Directions: For each sentence below, fill in the blank with either **who** or **whom**. Then write your own sentence using either **who** or **whom**.

11. "To _____ should I speak about returning this sweater?" Ally asked the salesclerk.
12. Evan, _____ had been saving his allowance money for six months, bought an iPhone.
13. "_____ can tell me which country gave us the Statue of Liberty?" Mr. Adams asked.
14. The winner of the marathon, _____ is from Cleveland, used to be my babysitter.
15. I really love my mom; she is an amazing lady for _____ I have a huge amount of respect.
16. _____
