

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 Snake That's Eating Florida."

1. Read the headline and look at the image on pages 4–5. What mood do they create? Explain.

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2. Why do you think the editors chose to show the big picture on pages 6–7?

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3. What is the purpose of the map and map inset on page 7?

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4. What information in the article does the photograph on the bottom of page 7 support?

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5. Explain what the "A Gallery of Invaders" chart on pages 8–9 contributes to the article.

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# 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.

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**Directions:** Answer the questions below to help you write an objective summary of “The Snake That’s Eating Florida.”

**1.** What problem is the article mainly about?

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**2.** What are the difficulties in solving this problem?

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**3.** What are people trying to do about the problem?

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**4.** What do people think might happen next?

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**5.** Are there any other important details you haven’t mentioned? Write them here.

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**Directions:** Your turn! Write an objective summary of “The Snake That’s Eating Florida.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

# Summary of "The Snake That's Eating Florida"

[illegible]

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:** Follow the prompts in the margins to complete the summary of "The Snake That's Eating Florida."

<p><b>2.</b> How do invasive species affect the ecosystem?</p>	<p>Everglades National Park in Florida is currently home to _____</p> <p>_____. They are an invasive species, meaning they are not native to the area and _____</p> <p>_____. These pythons pose a threat because they _____</p> <p>_____. Experts are stumped about how to get rid of them. The snakes are especially difficult to catch because _____</p> <p>The park service has encouraged people to hunt Burmese pythons, but _____</p> <p>Some scientists predict that one day, Burmese pythons will live in _____</p>	<p><b>1.</b> What animal is the article mainly about? How many live in the park?</p> <p><b>3.</b> What kinds of animals do the pythons eat?</p> <p><b>5.</b> Is the park's python population shrinking?</p> <p><b>6.</b> How much of the U.S. might someday be home to Burmese pythons?</p>
<p><b>4.</b> What helps the snakes hide so well?</p>		



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# Finding and Using Text Evidence

**Directions:** Read “The Snake That’s Eating Florida” and “Sheepdogs to the Rescue.” Then complete the activity below.

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**1. Imagine that you are writing a paragraph explaining why Burmese pythons don’t make good pets.**

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

- Ⓐ Burmese pythons don’t make good pets because they are being hunted in the Everglades.
- Ⓑ Burmese pythons don’t make good pets because they require special care.
- Ⓒ Burmese pythons don’t make good pets because they can survive only in Florida.

**B. Which information from the article BEST supports the sentence you chose in part A?**

- Ⓐ An adult Burmese python can grow to be more than 20 feet long and feeds on live animals. (p. 7)
- Ⓑ Most abandoned snakes die, but in the Everglades, they thrive. (p. 7)
- Ⓒ The National Park Service has hired scientists to track and trap snakes, and the scientists kill hundreds each year. (p. 10)

**C. Which of the following BEST explains why the text evidence you chose in part B is relevant?**

- Ⓐ It shows that the Everglades are a good environment for Burmese pythons.
- Ⓑ It proves that Burmese pythons are an invasive species.
- Ⓒ It identifies two challenges of keeping a Burmese python as a pet: their size and diet.

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

**The Burmese python is harming the Everglades’ ecosystem.**

- Ⓐ “They eat large quantities of almost anything, including reptiles, bird eggs, and sometimes even large mammals such as deer. As their numbers grow, pythons threaten many kinds of animals, including protected and endangered species.” (p. 8)
- Ⓑ “Their exact numbers are difficult to know because trying to count these elusive creatures would be nearly impossible.” (p. 8)
- Ⓒ “An estimated 4,300 invasive species live in the U.S., with more reported each year.” (p. 8)

I chose \_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

**3. A. Choose three pieces of text evidence from “Sheepdogs to the Rescue” that BEST support the statement below.**

**Sheepdogs are excellent protectors.**

- Ⓐ “It was October 2004, and foxes had just killed 180 penguins.” (p. 11)
- Ⓑ “. . . [Marsh] heard his neighbor’s dog barking and realized that the dog was scaring the foxes away.” (p. 11)
- Ⓒ “Sheepdogs have a keen sense of territory and are vigilant against intruders, though friendly to familiar people and animals.” (p. 11)
- Ⓓ “When the plight of Middle Island’s penguins became news, Marsh suggested using sheepdogs to protect them.” (p. 11)
- Ⓔ “In 2006, the first sheepdog was put to work: Oddball, a daughter of Ben’s. Since then, Middle Island’s penguin population has rebounded to 150—and not one has been lost to a fox.” (p. 11)

**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 paragraph that correctly uses text evidence from “The Snake That’s Eating Florida” in the form of a direct quotation.**

- Ⓐ Pythons are thriving in the Everglades for several reasons. “The subtropical climate is ideal for pythons.” “Rodents eat python eggs, but full-grown pythons are the kings and queens of the Everglades.”
- Ⓑ Pythons are thriving in the Everglades for several reasons. “The subtropical climate,” writes Tarshis, “is ideal for pythons” (p. 7). Plus, Tarshis explains, “. . . full-grown pythons are the kings and queens of the Everglades” (p. 8). In other words, because pythons thrive in the climate of the Everglades and have no natural predators, their numbers grow quickly.
- Ⓒ Pythons are thriving in the Everglades for several reasons. For one thing, Tarshis explains, the subtropical climate is ideal for the snakes (7). Plus, the snakes have no natural predators in the area (p. 8).

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_

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**5. Choose the paragraph that correctly uses text evidence from “Sheepdogs to the Rescue” in the form of a paraphrase.**

- Ⓐ Sometimes other animals play a part in the solution to an invasive species problem. For example, in “Sheepdogs to the Rescue,” the author explains that sheepdogs were used to stop an invasive species of fox from killing little penguins in Australia. According to the article, since sheepdogs started guarding the penguins in 2006, not a single penguin has been killed (p. 11).
- Ⓑ Sometimes other animals play a part in the solution to an invasive species problem. In Australia, sheepdogs were used to stop an invasive species of fox from killing little penguins. Since sheepdogs started guarding the penguins there in 2006, not a single penguin has been killed.
- Ⓒ Sometimes other animals play a part in the solution to an invasive species problem. Since sheepdogs started guarding the penguins in Australia in 2006, not a single penguin has been killed. (p. 11).

Explain why the two answers you did NOT choose are incorrect: \_\_\_\_\_

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**6. Now it's your turn. Write a paragraph explaining why invasive species are a problem. Your paragraph should include at least one piece of text evidence in the form of a paraphrase or a direct quotation, and it must be clear how that evidence supports your central idea.**

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.

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# Finding Text Evidence

**Directions:** Read “The Snake That’s Eating Florida” and “Sheepdogs to the Rescue,” then complete the activity below. Some questions 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 two pieces of text evidence from “The Snake That’s Eating Florida” that BEST support the statement below.

**Pet Burmese pythons require special care.**

- Ⓐ “The first Burmese pythons arrived in the U.S. innocently enough: as pets.” (p. 6 )
- Ⓑ “An adult Burmese python can be more than 20 feet long. (That’s three times LeBron James’s height!)” (p. 7)
- Ⓒ “The snakes have enormous appetites for live animals.” (p. 7)
- Ⓓ “But there is no doubt that pythons pose a grave threat to the fragile Everglades ecosystem.” (p. 8 )

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

**The Burmese python endangers the Everglades’ ecosystem.**

- Ⓐ “Their exact numbers are difficult to know because trying to count these elusive creatures would be nearly impossible.” (p. 8)
- Ⓑ “An estimated 4,300 invasive species live in the U.S., with more reported each year.” (p. 8)
- Ⓒ “They eat large quantities of almost anything, including reptiles, bird eggs, and sometimes even large mammals such as deer. As their numbers grow, pythons threaten many kinds of animals, including protected and endangered species.” (p. 8)

I chose \_\_\_\_ because \_\_\_\_\_

**3. Below is a statement and two pieces of supporting evidence. Find one more piece of evidence from the article and write it on the lines below.**

**Steps are being taken to deal with the Burmese python problem.**

- Ⓐ “The National Park Service has hired scientists to track and trap snakes, and the scientists kill hundreds each year.” (p. 10)
- Ⓑ “A recent ban on the import of the snakes will help prevent new pet pythons from being abandoned in the wild.” (p. 10)

Ⓒ \_\_\_\_\_  
\_\_\_\_\_

.....

**4. Read the lines from the article below. Then write a statement that they all support.**

**STATEMENT:**

- Ⓐ “. . . [Marsh] heard his neighbor’s dog barking and realized that the dog was scaring the foxes away.” (p. 11)
- Ⓑ “Sheepdogs have a keen sense of territory and are vigilant against intruders, though friendly to familiar people and animals.” (p. 11)
- Ⓒ “In 2006, the first sheepdog was put to work: Oddball, a daughter of Ben’s. Since then, Middle Island’s penguin population has rebounded to 150—and not one has been lost to a fox.” (p. 11)

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# Synthesis

**Directions:** In the first column, use information from "The Snake That's Eating Florida" and "Sheepdogs to the Rescue" to describe a problem caused by invasive species. In the middle column, list ways the problem is being addressed. Then check the box that shows where you found the information. In some cases, you will check more than one box.

Problem	Possible Solution(s)	Source (check all that apply)
		<input type="checkbox"/> "The Snake That's Eating Florida" <input type="checkbox"/> "A Gallery of Invaders" (sidebar) <input type="checkbox"/> "Sheepdogs to the Rescue"
		<input type="checkbox"/> "The Snake That's Eating Florida" <input type="checkbox"/> "A Gallery of Invaders" (sidebar) <input type="checkbox"/> "Sheepdogs to the Rescue"
		<input type="checkbox"/> "The Snake That's Eating Florida" <input type="checkbox"/> "A Gallery of Invaders" (sidebar) <input type="checkbox"/> "Sheepdogs to the Rescue"

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# Synthesis

**Directions:** In the first column, use information from "The Snake That's Eating Florida" and "Sheepdogs to the Rescue" to describe a problem caused by invasive species. In the middle column, list ways the problem is being addressed. Then check the box that shows where you found the information. In some cases, you will check more than one box. We've filled in the first row for you.

Problem	Possible Solution(s)	Source (check all that apply)
If an invasive species eats all of the food that a native species depends on, that native species may starve.	To deal with the problem posed by invasive carp in Mississippi and Illinois, experts are promoting carp as food for humans.	<input type="checkbox"/> "The Snake That's Eating Florida" <input checked="" type="checkbox"/> "A Gallery of Invaders" (sidebar) <input type="checkbox"/> "Sheepdogs to the Rescue"
		<input type="checkbox"/> "The Snake That's Eating Florida" <input type="checkbox"/> "A Gallery of Invaders" (sidebar) <input type="checkbox"/> "Sheepdogs to the Rescue"
		<input type="checkbox"/> "The Snake That's Eating Florida" <input type="checkbox"/> "A Gallery of Invaders" (sidebar) <input type="checkbox"/> "Sheepdogs to the Rescue"



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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Snake That’s Eating Florida.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features, Inference

1. Study the image on pages 4-5 and read the **headline** and **subheading**. Describe the image.

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

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3. Examine the image on page 10. What does it show?

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

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## During Reading

### Mood, Text Structure, Inference, Vocabulary

5. In the first section of “The Snake That’s Eating Florida,” the author creates drama through a sudden shift in **mood**. Describe how the mood changes.

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6. What **mood** is created by the end of the section “The Arrival”? Explain your answer.

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7. Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) of the section “Carried by the Winds.”

The author explains the problem of the Burmese pythons’ camouflage and offers a solution.

The author describes the effect Hurricane Andrew may have ultimately had on the ecosystem of the Everglades.

The author compares Hurricane Andrew with the tornado in *The Wizard of Oz*.

8. The author quotes a ranger as saying, “We’re at war,” in reference to the python problem. From this quote, what can you **infer** about how the ranger feels about the pythons?

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9. Consider this quote from page 9:

“Asian carp dominate rivers across Mississippi and Illinois, and will likely arrive in the Great Lakes soon.”

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

- B. The author could have used a different word instead of *dominate*. How does her choice of *dominate* affect the sentence?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Snake That’s Eating Florida.” 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 and Inference

1. Study the image on pages 4-5 and read the **headline** and **subheading**. Describe the image.

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

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3. Examine the image on page 10. What does it show?

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

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## During Reading

### Tone, Mood, Text Structure, Inference, Vocabulary

5. The mood at the beginning of the article is wondrous and joyful. The author creates this mood in each of the following ways EXCEPT:

- A. She uses sensory details to paint a picture of a beautiful and peaceful natural environment.
- B. She chooses words such as *majestic* and *graceful* to describe the type of wildlife the tourists hope to see in the Everglades.
- C. She compares the Everglades to other national parks in the United States.

6. Circle the word that best describes the **tone** at the end of the first section of the article.

**concerned**

**triumphant**

**helpful**

7. **A.** One of the main text structures the author uses to organize information is cause and effect. Here is one cause-and-effect she describes in her article:

**Cause:** Mongooses brought from Jamaica to Hawaii to control the rat population preyed on native Hawaiian species.

**Effect:** Many of Hawaii's native species became endangered.

**B.** Now find another cause-and-effect relationship in the article, and write it below.

**Cause:** \_\_\_\_\_  
\_\_\_\_\_.

**Effect:** \_\_\_\_\_  
\_\_\_\_\_.

8. The author quotes a ranger as saying, “We’re at war” in reference to the python problem. From this statement, what can you infer about how the ranger feels about the pythons?

\_\_\_\_\_  
\_\_\_\_\_

9. Consider this quote from page 8:

“But there is no doubt that pythons pose a grave threat to the fragile Everglades ecosystem.”

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

very serious

quiet

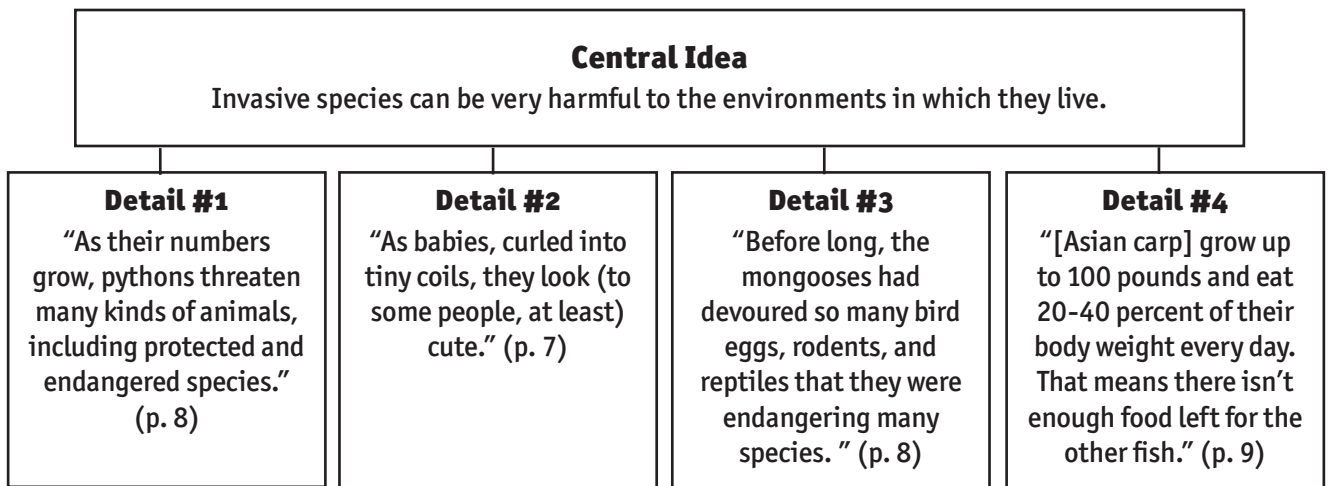
respectable

- B.** How would the meaning of the sentence be different if the author had written, “But there is no doubt that pythons pose a threat to the fragile Everglades ecosystem”?

## After Reading

### Central Idea/Details and Objective Summary

- 10.** Below is a **central idea** of “The Snake That’s Eating Florida” and four details. Three details **DO** support the central idea. Cross out the detail that **DOES NOT**.



- 11.** Explain your answer: \_\_\_\_\_

- 12.** An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely **NOT** be included in an objective summary of “The Snake That’s Eating Florida.”

1. The Burmese python is an invasive species living in the Florida Everglades.
2. Invasive species are plants and animals that live in places they are not native to.
3. People should not have invasive species as pets because they might decide to abandon them in the wild.
4. The thought of a big snake eating a cute bunny is gross.
5. Officials have tried to control the python population, but the pythons continue to thrive.
6. The medfly is another kind of invasive species.

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## Close-Reading Questions

## **"The Snake That's Eating Florida"**

1. Reread the first paragraph. Why might the author have chosen to begin with a vivid description of the Everglades? (author's craft)
2. In the section "The Arrival," the author states that people who buy baby pythons often come to regret it. What reasons does the author provide? (supporting details)
3. Study the photograph of the python on page 7, captioned "Masters of Stealth." What key idea of the article does this image support? (key ideas)





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# Critical-Thinking Questions

## "The Snake That's Eating Florida"

1. The author states that back in 2003, officials feared pythons could have “a profoundly negative impact on the fragile environment of the Everglades.” Were their fears justified? Explain.
2. What responsibility do humans have when it comes to wild places like the Everglades?

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# Close-Reading Questions

## "Sheepdogs to the Rescue"

1. Reread this sentence from the first paragraph: “They were the latest casualties in Australia’s long history of imported species decimating native wildlife.” What does this sentence mean? (interpreting text)
2. What is the purpose of the section “Easy Prey”? (text structure)

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# Critical-Thinking Question

## "Sheepdogs to the Rescue"

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1. How do humans contribute to the problem of invasive species?

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# Vocabulary:

## "The Snake That's Eating Florida"

1. **dire (DIY-ur)** *adjective*; Something that is dire causes a great deal of fear, worry, or suffering and probably needs immediate attention. Being trapped on a rapidly sinking boat is an example of a dire situation. *Dire* can also mean "indicating disaster." If experts are predicting that a virus is going to make millions of people sick, you could say that the experts are making dire predictions.
2. **elusive (ih-L00-siv)** *adjective*; Something that is elusive keeps slipping away—it's hard to find, catch, or understand. Mountain lions might be described as elusive because people rarely see them. An idea can also be elusive: If someone explains a concept to you over and over again but you still can't quite understand it, you could say that you find that concept elusive.
3. **extol (ehk-STOHL)** *verb*; To extol something is to praise it highly. *Extol* is generally used when you're talking about praising a particular aspect of something, not the thing as a whole. For example, you might say that Kate extolled Matt's talent as a guitar player, or that Neil extolled the quality of the ingredients at the restaurant—but you wouldn't say that Kate extolled Matt or that Neil extolled the restaurant.
4. **herpetologist (her-pih-TOL-uh-jist)** *noun*; A herpetologist is a scientist who studies reptiles and amphibians. Fun fact: The Greek root word *herpeto* means "a creeping thing."
5. **prodigious (pruh-DIJ-uhs)** *adjective*; *Prodigious* means "amazingly large or great." If someone says you have prodigious talent, you should feel very flattered. If a blizzard dumps a prodigious amount of snow in your neighborhood, get your shovel ready!
6. **profound (pruh-FOWND)** *adjective*; A profound statement or thought is deep and meaningful—it shows great knowledge and understanding. *Profound* can also mean "deep" in the sense of "intense." For example, if an experience changes you in some big way, you could say that the experience had a profound effect on you. A profound silence is intensely quiet. And if you feel profound shock, you are utterly and completely shocked.
7. **speculate (spehk-YUH-leyt)** *verb*; To speculate is to think about or wonder, and to make guesses without being sure. You might speculate about what will happen in the next season of your favorite TV show, which candidate will win an election, or why your sister is in such a bad mood.

**8. stifle (STEYE-fuhl)** *verb*; To stifle something is to suffocate it—or to cut it off or hold it back in any way. If you get a tickle in your throat during your friend's violin recital, you might stifle your cough. If you are angry but don't want to show it, you might stifle your anger. If you read a bad review of the movie you were planning to see, it might stifle your excitement about the movie.

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**Directions:** In the space below, list any other words from the article with a definition you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice:

## "The Snake That's Eating Florida"

**Directions:** Fill in the circle next to the best answer to each multiple-choice question.

1. Which is a reason you might talk to a herpetologist?

- Ⓐ You want to learn about the elusive nightjar, a bird that, according to legend, drinks the milk of goats during the night.
- Ⓑ You are a journalist, and you're writing an article about an endangered species of turtle.
- Ⓒ You burp a lot and wonder if there is something medically wrong with you.

2. Ethan's grandma \_\_\_\_\_ that Ethan and his friends would eat half the pizzas she had ordered. But the boys ate every last slice. "I am shocked and amazed," said Ethan's grandma, "by the \_\_\_\_\_ amount of pizza those children consumed."

- Ⓐ speculated/prodigious
- Ⓑ stifled/elusive
- Ⓒ extolled/profound

3. Your friend is sharing some deep thoughts with you. The thing is, it's late, and you're finding it hard to keep your eyes open. You don't want your friend to think you don't care about what he's saying, though. So you \_\_\_\_\_ your yawns and listen carefully to his \_\_\_\_\_ thoughts.

- Ⓐ speculate/dire
- Ⓑ extol/prodigious
- Ⓒ stifle/profound

4. Which could be described as a dire situation?

- Ⓐ A unicorn wanders into a village, much to everyone's delight. He declares a "no selfies" zone around him, though.
- Ⓑ Every night, a lion attacks a small village and tries to eat people.
- Ⓒ A talking cow tells bad jokes to anyone who will listen.

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

5. Bella has to interview the mayor for her article. She finds him to be **elusive**, though. She \_\_\_\_\_

6. Coach Sheridan **extolled** Angela's commitment to the team. The coach \_\_\_\_\_

7. I wonder if Melissa will become a **herpetologist** someday. She loves \_\_\_\_\_

8. That book had a **profound** effect on Seth. It \_\_\_\_\_

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## Nonfiction Quiz

**Directions:** Read “The Snake That’s Eating Florida” and “Sheepdogs to the Rescue.” Then answer the questions below.

- Which is a central idea of “The Snake That’s Eating Florida”?
  - Herpetologists don’t think that pythons are a major threat in the Everglades.
  - The Everglades is a popular tourist destination.
  - Pythons might one day inhabit one third of the U.S.
  - Pythons pose a major threat to the ecosystem of the Everglades.
- Which is the most likely reason that the map on page 7 was included in the article?
  - to show the areas where invasive Burmese pythons have become a problem in the U.S.
  - to suggest that Burmese pythons could potentially become a problem in the areas highlighted in dark green
  - to discourage readers from visiting any of the areas highlighted in dark green
  - to illustrate that the U.S. has many types of climates
- Which best helps you understand the impact of invasive species?
  - the photo of the python hunters on page 10
  - the map on page 7
  - the “Gallery of Invaders” sidebar on pages 8-9
  - the caption titled “Masters of Stealth”
- On page 8, Lauren Tarshis describes the effects of the mongooses on Hawaiian wildlife as an “ecological catastrophe.” Which of the following words could best replace “catastrophe”?
  - failure
  - mistake
  - problem
  - disaster
- Tarshis uses the fight between the alligator and the python to represent
  - the battle to save the Everglades from pythons.
  - the conflict between alligators and pythons.
  - the way pythons arrived in the Everglades.
  - the fascination people have with animals.
- Which detail should definitely be included in a summary of “Sheepdogs to the Rescue”?
  - Penguins smell like dead fish.
  - Swampy Marsh used to stay up at night guarding his chickens.
  - Oddball is now 14 and lives under Swampy Marsh’s house.
  - Since the first sheepdog was put to work guarding the penguins, not a single penguin has been killed by a fox.

## Constructed-Response Questions

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

- What can you conclude about Swampy Marsh’s personality from “Sheepdogs to the Rescue”? Use text evidence to support your answer.
- How have humans contributed to the problem of invasive species throughout history? Support your answer with evidence from both texts.

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## Nonfiction Quiz

**Directions:** Read “The Snake That’s Eating Florida” and “Sheepdogs to the Rescue.” Then answer the questions below.

- Which is a central idea of “The Snake That’s Eating Florida”?
  - Herpetologists don’t think that pythons are a major threat in the Everglades.
  - The Everglades is a popular tourist destination.
  - Pythons might one day inhabit one third of the U.S.
  - Pythons pose a major threat to the ecosystem of the Everglades.
- What is the main purpose of the section “Carried by Winds”?
  - to explain how pythons hunt
  - to provide theories about how Burmese pythons arrived in the Everglades
  - to explain what an invasive species is
  - to explain why the Burmese pythons in the Everglades are difficult to count
- In which section would the information in the caption “Snake Hunters” on page 10 best fit?
  - “The Arrival”
  - “Carried by Winds”
  - “What Can Be Done?”
  - “Invasive Species”
- According to the article, what is one reason someone might abandon a pet python?
  - The python turns out to be a boring pet.
  - The python becomes a danger to its owner.
  - It’s against the law to keep a python as a pet.
  - The python grows too big.
- In “Sheepdogs to the Rescue” Austin Ramzy writes, “When the plight of Middle Island’s little penguins became news . . .” What does *plight* refer to in this sentence?
  - the problem of little penguins being nearly wiped out by foxes
  - the smell of the little penguins
  - the fact that little penguins are cute
  - the solution to the fox problem
- Which detail should definitely be included in a summary of “Sheepdogs to the Rescue”?
  - Penguins smell like dead fish.
  - Swampy Marsh used to stay up at night guarding his chickens.
  - Oddball is now 14 and lives under Swampy Marsh’s house.
  - Since the first sheepdog was put to work guarding the penguins, not a single penguin has been killed by a fox.

### Constructed-Response Questions

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

- In her article, Lauren Tarshis writes, “The python invasion of the Everglades is undoubtedly an environmental crisis.” What does she mean? Use text evidence in your answer.
- How have humans contributed to the problem of invasive species throughout history? Support your answer with evidence from both texts.



# Python Contest

In a well-organized essay, explain why invasive species are a problem and some of the creative ways the problem is being addressed. Draw on “The Snake That’s Eating Florida,” the sidebars, and the newspaper article to support your answer. Five winners will each get *Chomp* by Carl Hiaasen.

## Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text 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](mailto:scopemag@scholastic.com)

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

**ENTRIES MUST BE RECEIVED BY April 20, 2016!**

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. The mood for most of Scene 2 could be described as **tense**. Below are two ways two ways this mood is created. Add one more.

A. The narrator tells readers that the Baskins finish their dinner in silence.

B. The historian explains that World War II has begun.

C. \_\_\_\_\_

2. Consider this moment in Scene 5:

Mr. Baskin (*scoffing*): Nobody wants to watch girls try to play baseball.

How would the mood of this moment be different if the stage direction were *gently* instead of *scoffing*?

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3. In Scene 6, the mood shifts from **exhilarating** to **anxious**. When in the scene does this happen? Explain your answer.

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4. What is the mood at the end of the play? Explain your answer.

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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:** Answer the questions or follow the directions that appear in italics to fill in what's missing from the chart. When you're done, the clues from *When Girls Ruled Baseball* will be listed in the column on the left, and inferences you can make from those clues will be listed in the column on the right. We completed the first row for you.

Clues	Inference
1. When Georgia pitches the ball to Jennie, Jennie catches it and says, "Youch!" (Scene 1)	<i>What can you infer about Georgia's pitching?</i>  I can infer that Georgia must have thrown the ball hard because it hurts Jennie to catch it.
2. The stage directions say that Georgia asks her mother "quietly" if Frankie will have to fight in the war. (Scene 2)	<i>What does this reveal about how Georgia feels about Frankie going to war?</i>
3. <i>Find two lines from Scene 4 that support the inference on the right.</i>	Georgia cares deeply for her brother and wishes the best for him.

Clues	Inference
<p>4. When Mr. and Mrs. Baskin start to argue about Georgia playing for the new baseball league, Georgia says, "Excuse me. I, uh, I have a terrible headache." She gets up and goes to her room "dejectedly." (Scene 5)</p>	<p><i>What does this suggest about what Georgia thinks the outcome of the argument will be?</i></p>
<p>5. Find two moments in the play that support the inference on the right.</p>	<p>Mrs. Baskin feels that it is her responsibility to protect her daughter's right to pursue her dreams.</p>
<p>6. Find two moments in the play that support the inference on the right.</p>	<p>By the end of the play, Mr. Baskin has realized that his daughter has talent as a baseball player.</p>

# Close-Reading Questions

## *When Girls Ruled Baseball*

1. Which details in Scene 1 show you how Georgia feels about baseball? (key details, inference)
2. In Scene 2, why is Frankie upset during dinner? (plot)
3. When Mr. Baskin first learns about the women's pro baseball league, he is very critical of it. Why? What convinces him to let Georgia try out? (character's motivation, setting)

4. At the end of Scene 6, when Georgia hears that Frankie has been injured, she says she'll come home. Her mother tells her not to, saying, "You will take this opportunity and make the most of it. Do you understand?" What does Mrs. Baskin want Georgia to understand? (interpreting text)
5. In Scene 7, Joe DiMaggio's message to Georgia is to "keep playing in the dirt." Why might this phrase have special significance for Georgia? (text structure)

## Critical-Thinking Questions

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary:

## *When Girls Ruled Baseball*

1. **dejected (dih-JEK-tid)** *adjective*; If someone feels dejected, they feel hopeless and sad. An athlete might feel dejected after losing a game.
2. **deploy (dih-PLOY)** *verb*; To deploy is to move, spread out, or place in position for some purpose. *Deploy* is often used in a military context to describe moving soldiers into position for a battle or other military action.
3. **elated (ih-LAY-tid)** *adjective*; Someone who is elated is extremely happy and excited.
4. **ferocious (fuh-ROH-shuhs)** *adjective*; *Ferocious* means fierce and violent. It can also be used to describe something that is very intense. For example, someone stranded in the desert might experience a ferocious thirst.
5. **fetching (FECH-ing)** *adjective*; To be fetching is to be attractive or captivating. You might say that your friend's new hat looks fetching on him.
6. **precarious (pri-KAIR-ee-uhs)** *adjective*; When something is precarious, it is uncertain or unstable and could get worse. It may depend on unknown conditions or circumstances. You might say that a business's future is precarious if the business is on the brink of running out of money. A fisherman might find himself in a precarious situation if he takes his boat out to sea in the middle of a storm.
7. **scoff (skawf)** *verb*; To scoff at someone or something is to ridicule it—to laugh at it in a mean way or mock it because you think it is stupid, ridiculous, bound to fail, etc.
8. **traipse (treyps)** *verb*; To traipse is to walk about in a tired or aimless way—to drag yourself around. You might traipse around the mall all day looking for the perfect pair of jeans.



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**Directions:** In the space below, list any other words from the play with a definition you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

## Vocabulary Practice:

### *When Girls Ruled Baseball*

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**Directions:** Answer each question below. Briefly explain your answer.

1. Which is more likely to make someone feel **elated**: winning the lottery or dropping their peanut butter sandwich on the floor?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

2. Which situation would more likely be described as **precarious**: a waiter carrying a tray full of heavy plates or your little brother hugging his teddy bear?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

3. Which animal is more likely to be described as **ferocious**: a newborn kitten or a grizzly bear?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

4. How would someone who was **scoffed** at more likely feel: insulted or proud?

**Answer:** \_\_\_\_\_

**Why:** \_\_\_\_\_

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**Directions:** Underline the boldfaced word in each pair that best completes the sentence.

1. My grandmother and I **traipsed/deployed** around the neighborhood all afternoon. My feet were aching when we finally got home.
2. I couldn't stop staring at all the **ferocious/fetching** costumes on stage. I loved all of the bright colors and beautiful patterns.
3. The plumbing company **deployed/dejected** three workers to come fix our toilet. There was water everywhere!
4. "I understand why you feel **dejected/elated**," said Marie. "But losing the spelling bee isn't the worst thing in the world."
5. Liz accidentally left the heater on all day. When I walked in, I was bombarded with a **ferocious/precarious** heat.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***When Girls Ruled Baseball Quiz***

**Directions:** Read *When Girls Ruled Baseball*. Then answer the questions below.

1. In Scene 1, Jennie catches Georgia's fastball and says, "Youch!" From Jennie's reaction, you can infer that
  - (A) Jennie is not a good catcher.
  - (B) Georgia is a powerful pitcher.
  - (C) Georgia loves to play baseball.
  - (D) Jennie doesn't like playing baseball.
2. What is the main purpose of Scene 2?
  - (A) It suggests that the Baskin family often argues.
  - (B) It emphasizes the value of the DiMaggio mitt.
  - (C) It characterizes Mr. Baskin as cruel and unfair.
  - (D) It demonstrates how anxiety about the war is affecting the Baskin family.
3. Which line serves a similar purpose?
  - (A) Georgia: "It's so nice to see her smiling. She's so worried about Frankie that she rarely smiles anymore." (Scene 4)
  - (B) Mr. Wrigley: "Mark my words: Americans will love this." (Scene 3)
  - (C) Mr. Baskin: "Nobody wants to watch girls try to play baseball." (Scene 5)
  - (D) Georgia: "Dad should have given the mitt to me." (Scene 1)
4. In Scene 3, Mr. Wrigley says, "Send 'em to charm school if need be." Context clues reveal that at a charm school, you
  - (A) learn good manners and etiquette.
  - (B) practice playing baseball.
  - (C) learn how to sew.
  - (D) practice magic tricks.
5. In Scene 5, Georgia says she has a headache because
  - (A) she is tired from playing baseball all day.
  - (B) she is upset by her father's negative reaction to news of the girls' baseball league.
  - (C) she is anxious to start writing her letter to Frankie.
  - (D) she is worried about Frankie fighting overseas.
6. Which detail should definitely be included in a summary of the play?
  - (A) Mr. Baskin buys a football magazine for Frank.
  - (B) Tryouts for the all-girls' baseball league are in Medford.
  - (C) Frankie goes to fight in World War II.
  - (D) The tryouts last for three days.

### **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. Mr. Meyerhoff asks, "You really think Americans want to see their girls chewing tobacco and cursing at umpires?" What does this line reveal about beliefs in 1943 about how women should behave? Explain.
8. In Scene 7, Joe DiMaggio writes "Keep playing in the dirt" in the baseball mitt Frankie sends to Georgia. Why might DiMaggio have written this to Georgia?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***When Girls Ruled Baseball Quiz***

**Directions:** Read *When Girls Ruled Baseball*. Then answer the questions below.

1. Which detail from Scene 1 suggests that Georgia is a talented baseball player?
  - (A) Georgia says she loves baseball.
  - (B) When Jennie catches Georgia's fastball, it hurts Jennie's hand.
  - (C) Frankie is angry when he finds Georgia using his mitt.
  - (D) In the 1940s, women could not play on professional sports teams.
2. In Scene 2, the mood at the dinner table is tense. Which line helps create this mood?
  - (A) Mr. Baskin: "Enough! Don't we have more important worries than some baseball mitt?"
  - (B) Frankie: "Take it again and I'll . . ."
  - (C) N1: "The Baskins finish their dinner in silence."
  - (D) all of the above
3. In Scene 3, Mr. Wrigley says, "Send 'em to charm school if need be." Context clues reveal that at a charm school, you
  - (A) learn good manners and etiquette.
  - (B) practice playing baseball.
  - (C) learn how to sew.
  - (D) practice magic tricks.
4. When Mr. Baskin hears about the girls' baseball league, what is his reaction? Why?
  - (A) He mocks the idea because he thinks girls playing baseball is ridiculous.
  - (B) He is impressed because he had not realized that Georgia was so talented.
  - (C) He is upset because he wishes Frankie could play baseball professionally.
  - (D) He is angry because Georgia wants to leave home.
5. In Scene 5, Georgia says she has a headache because
  - (A) she is tired from playing baseball all day.
  - (B) she is upset by her father's negative reaction to news of the girls' baseball league.
  - (C) she is anxious to write her letter to Frankie.
  - (D) She is worried about Frankie fighting overseas.
6. Which detail should definitely be included in a summary of the play?
  - (A) Mr. Baskin buys a football magazine for Frank.
  - (B) Tryouts for the all-girls' baseball league are in Medford.
  - (C) Frankie goes to fight in World War II.
  - (D) The tryouts last for three days.

### **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. Mr. Meyerhoff asks, "You really think Americans want to see their girls chewing tobacco and cursing at umpires?" What does this line reveal about beliefs in 1943 about how women should behave? Explain.
8. In Scene 7, Joe DiMaggio writes "Keep playing in the dirt" in the baseball mitt Frankie sends to Georgia. Why might DiMaggio have written this to Georgia?

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 *When Girls Ruled Baseball*.  
 See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

## Section 1: Characters

1. For the characters of Georgia Baskin, Mr. Baskin, 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. GEORGIA BASKIN is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

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

\_\_\_\_\_

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

Description: \_\_\_\_\_

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

\_\_\_\_\_

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

Description: \_\_\_\_\_

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

\_\_\_\_\_

2. Describe Georgia and Frankie's relationship. Does it change over the course of the play? Support your answer with details from the text.

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## Section 2: Setting

3. A. When and where does the play take place?

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- B. Which war was going on at that time? \_\_\_\_\_

- C. According to the play, what are some ways that the ongoing war affected American society?

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4. How does the time period in which the story takes place affect the characters' feelings and beliefs about women playing baseball?

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### Section 3: Symbolism

5. What does Frankie's autographed baseball mitt **symbolize** throughout the play?

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### Section 4: Plot and Structure

6. What is the purpose of the Historians in the play? What kind of information do they provide, and how are they different from the Narrators?

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### Section 5: Genre

7. The genre of this play is historical fiction, meaning it is a made-up story set in the past. The setting or plot of a work of historical fiction often includes real people and events from the past in combination with characters and events that the author invents. To write a work of historical fiction, an author must do a lot of research so that he or she can accurately portray the time period of the story and bring it to life for the reader. Briefly explain what you think author Lauren Tarshis needed to research to write *When Girls Ruled Baseball*.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Video Discussion Questions

## Beyond the Story: American Women During World War II, 1939-1945

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### PART 1

**Directions:** Before reading the play and after watching the video, answer the following questions.

1. Describe a central idea of the section of the video about American women before and at the start of World War II (0:39-1:33). Give two details from the video that support that idea.
2. According to the video, what kinds of jobs did women do during World War II?
3. What is the main purpose of the section about child care and grocery shopping during the war (2:56-3:19)?
4. What is the mood of the video during the last section, about how working during World War II changed American women (3:48-4:15)? Consider the music, narration, and visuals.



## PART 2

**Directions:** After reading the play and watching the video, answer the following questions.

5. In Scene 5, Mrs. Baskin says, “These are dark times.” How does the video demonstrate that there were “dark times” during the 1940s?
6. Consider this line of narration from the video: “They claim women aren’t fit for difficult, dirty, and dangerous factory jobs” (1:14-1:20). Identify at least two places in the play where a similar idea is expressed.
7. In the video, the narrator says that 13 million women have jobs that “help keep the country running” (2:08-2:10). Do you think Georgia’s job as a professional baseball player helped keep the country running? Why or why not? Use text evidence to support your ideas.

# Georgia Contest

Flash forward: The war has ended, Georgia is a big star, and Frankie has come home. Write what happens next. Your story can be a written drama, following the style of this play, or it can be a video. Be sure to maintain the voices of the characters. Five winners will each get *Wheels of Change* by Sue Macy.

## 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](mailto:scopemag@scholastic.com)  
Or mail to: Georgia Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY April 20, 2016!**

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 choice, the information that he or she includes, and how the text is organized.

1. The tone of the first section of "My Dad Is in Prison" could be described as **reflective**, because Justin is thinking about how aspects of his life are affected by his father's incarceration. Each of the following lines from the text helps create this tone EXCEPT:

- Ⓐ "My dad has never seen me play ball."
- Ⓑ "He's never helped me study for a test or even just sat on the couch and watched TV with me."
- Ⓒ "Right now, he's at Five Points Correctional Facility in Romulus, New York."
- Ⓓ "My dad calls, and we write letters back and forth, but it's just not the same as having him here to talk to every day."

2. A. Underline the phrase that best describes the tone of the section "Visiting Prison."

straightforward and honest

confused and angry

lighthearted and humorous

B. The following is an excerpt from the text that helps create this tone. Add one more example.

Ⓐ "When I get the chance to see my dad, I'm so happy—but going to the prison can be scary."

Ⓑ \_\_\_\_\_

3. By the end of the section "My Support System," the tone has shifted to **hopeful**. Explain when this happens.

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4. What is the tone of the section "The Best Day Ever"? Explain your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Integrating Knowledge and Ideas

**Directions:** Answer each question below. You will draw on the personal essay "My Dad Is in Prison" and the interview "When a Parent Goes to Prison."

**1. In the U.S., how many kids have an incarcerated parent?**

According to the personal essay:

**2. What are some of the challenges that kids with incarcerated parents face?**

According to the personal essay:

According to the interview:

**3. What is the Osborne Association? Answer this question in one sentence.**

**4. How does the Osborne Association help kids and their families?**

According to the personal essay:

According to the interview:

**5. Why is it important for kids to stay connected to their parents while their parents are incarcerated?**

According to the personal essay:

According to the interview:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Integrating Knowledge and Ideas

**Directions:** Answer each question below. For some questions, you will draw on the personal essay "My Dad Is in Prison" and the interview "When a Parent Goes to Prison." For other questions, you will also draw on the video "Visiting: Through the Youth Lens."

1. In the U.S., how many kids have an incarcerated parent?

According to the personal essay:

According to the video:

2. What are some of the challenges that kids with incarcerated parents face?

According to the personal essay:

According to the interview:

According to the video:

3. What is the Osborne Association? Answer this question in one sentence.

**4. How does the Osborne Association help kids and their families?**

According to the personal essay:

According to the interview:

**5. Why is it important for kids and their parents to see each other while their parents are incarcerated?**

According to the personal essay:

According to the interview:

According to the video:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "My Dad Is in Prison"

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1. Consider the byline (the line that gives you the writer's name). What role did Justin Burl play in the writing of this article, and what role did Mary Kate Frank play? (genre, point of view)
2. What are some ways that having an incarcerated parent affects Justin? Support your answer with text evidence. (central ideas and details, inference)
3. A "support system" is a group of people who provide some kind of support, or help. That help can be practical (like a ride to dance lessons) or emotional (like a pep talk when you feel discouraged). Explain why the third section of the essay is called "My Support System." (text features, text structure)



**4.** What helps Justin cope with his feelings of sadness, frustration, and anger?  
(problem and solution)

**5.** Read the quotation on the photo in the upper right on page 23. What does Justin mean?  
(interpreting text)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Close-Reading Questions

## "When a Parent Goes to Prison"

1. How has Gaynes's personal experience affected her work at Osborne? (key ideas)
2. From the interview, what inferences can the reader make about Liz Gaynes? (character)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Critical-Thinking Question

**"My Dad Is in Prison" and "When a Parent Goes to Prison"**

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1. Gaynes says that many people see prison as "an isolated atom that is not connected to the world." Based on what you've read, how is that view incorrect?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Paired Texts Vocabulary

- 1. fraternal (fruh-TUR-nl)** *adjective*; There are two types of twins: identical and fraternal. Identical twins are always the same gender (two boys or two girls) and look alike. Fraternal twins, on the other hand, are not always the same gender and do not look alike.  
  
Another meaning of fraternal is "brotherly." If Isaac thinks of his friend David like a brother, you could say that Isaac and David have a fraternal relationship.
- 2. incarcerate (in-KAHR-suh-reyt)** *verb*; To incarcerate someone is to put him or her in prison. If someone is incarcerated (adjective), that person is in prison. In the sentence, "Linda took college classes during her incarceration," *incarceration* (noun) means "the time she was in prison."
- 3. meaningful (MEE-ning-fuhl)** *adjective*; Something that is meaningful has importance, value, significance, or purpose. A meaningful change is a change that really makes a difference. A meaningful activity is important in some way—it matters. A meaningful relationship is a relationship that is really important to you. A meaningful look is a look that communicates something and has a purpose—in other words, a look that is full of meaning.
- 4. revolutionary (rev-uh-L00-shuh-ner-ee)** *adjective*; To be revolutionary is to bring about or support a huge change—something totally new and different. A revolutionary discovery in science, for example, is a discovery that totally changes our understanding of something or affects the world in a big way.
- 5. stigma (STIG-muh)** *noun*; A stigma is a negative (and usually unfair) association with an activity or a condition. For example, if a particular disease has a stigma attached to it, it means that the public disapproves of or unfairly judges a person who has that disease.
- 6. sustain (suh-STEYN)** *verb*; To sustain something is to keep it going—to provide what is needed for it to continue to exist. If you sustain a relationship with someone for many years, you keep that relationship going. If you give a long, boring speech, you might *fail* to sustain the attention of your audience. Sustain can also mean "physically support" or "experience, undergo, or suffer." So if you sit on a rickety old chair that cannot sustain your weight, you might sustain an injury.

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**Directions:** In the space below, list any other words from either of the paired texts whose definitions you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the words in a few different dictionaries. Discuss the meaning of the words with your teacher or another adult. Then write definitions for the words and one example sentence.

# Paired Texts Vocabulary Practice

**Directions:** Fill in the circle next to the best answer to each multiple-choice question.

1. Kevin and Luis are roommates at summer camp. They've been friends since kindergarten. They joke around and tease each other sometimes, but they care about each other a lot and know that they can trust each other completely.

**Which of the following is true?**

- Ⓐ Kevin and Luis have sustained their friendship for many years.
- Ⓑ Kevin and Luis have a fraternal relationship.
- Ⓒ both of the above

2. Amanda gave a speech about how important it is that we continue to fight stigma associated with disability.

**What was Amanda's speech about?**

- Ⓐ how important it is to fight negative ideas and stereotypes about disability
- Ⓑ how important it is to reduce the incarceration of people with disabilities
- Ⓒ how important it is to sustain stereotypes about people with disabilities

3. In the 16th century, Nicolaus Copernicus put forth a theory that the Earth revolved around the Sun—exactly the opposite of what most people thought at the time. A lot of people thought Copernicus was crazy—but he was totally right and his theory had a huge impact on how humans thought about the world.

**Which best describes Copernicus's theory?**

- Ⓐ It has a stigma.
- Ⓑ It was revolutionary.
- Ⓒ It was fraternal.

**Directions:** Choose the word or phrase that is most similar in meaning to each word in bold.

**4. incarcerate**

- Ⓐ imitate                      Ⓒ insult
- Ⓑ imprison                  Ⓓ punish

**5. sustain**

- Ⓐ disappoint                Ⓒ complain
- Ⓑ select                      Ⓓ maintain

**6. meaningful**

- Ⓐ complex                  Ⓒ brotherly
- Ⓑ worthwhile              Ⓓ worthless

**Directions:** For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

7. Fraternal twins are often hard to tell apart unless you know them really well.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_

8. A meaningful experience is one that you are likely to remember for a long time—maybe always.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_

9. Most people enjoy having a stigma.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Paired-Texts Quiz

**Directions:** Read “My Dad Is in Prison” and “When a Parent Goes to Prison.” Then answer the questions below.

- Which statement **BEST** describes the overall organization of the personal essay?
  - Justin lists the effects of a serious problem, then explains the causes of that problem.
  - Justin describes how his feelings about having a parent in prison affect those around him.
  - Justin describes some of the challenges he faces and the things that help him cope.
  - Justin compares his life to the life of another boy his age.
- How does Justin characterize the experience of visiting his dad at the prison?
  - frightening and frustrating
  - wonderful
  - mixed: spending time with his dad is great; other aspects of visiting are difficult
  - It’s not something he really thinks about.
- The detail that Justin must go through a metal detector when visiting his dad at prison was most likely included to support the idea that
  - visiting the prison can be scary.
  - visiting the prison can be time-consuming.
  - prisons are similar to airports in many ways.
  - prisons are carefully managed.
- According to Liz Gaynes, what happens when kids whose parents are incarcerated interact with other kids in similar situations?
  - They feel shame and stigma.
  - They grow and develop.
  - It causes them to feel angry.
  - They worry about being judged.
- Gaynes says that Thomas Mott Osborne saw incarcerated people “in the context of their families.” She means that Osborne
  - had compassion for incarcerated people because he thought about their families.
  - believed that families are important.
  - often visited people after they were released from prison.
  - was concerned with how incarceration affects not just the incarcerated person but that person’s whole family.
- Which statement is supported by information in both the essay and the interview?
  - Prisons should prepare people to return to their families.
  - Some prisons are far away from cities.
  - The Osborne Association supports children with incarcerated parents.
  - Justin’s father is still a part of his life.

## Constructed-Response Questions

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

- Why is it important for kids and parents to stay connected while a parent is incarcerated? Support your ideas with evidence from the interview in your answer.
- When you empathize with someone, you share that person’s feelings and emotions. How do both the personal essay and the interview help you empathize with children with incarcerated parents?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Paired-Texts Quiz

**Directions:** Read “My Dad Is in Prison” and “When a Parent Goes to Prison.” Then answer the questions below.

**1. Which statement BEST describes the overall organization of the personal essay?**

- (A) Justin lists the effects of a serious problem, then explains the causes of that problem.
- (B) Justin describes how his feelings about having a parent in prison affect those around him.
- (C) Justin describes some of the challenges he faces and the things that help him cope.
- (D) Justin compares his life to the life of another boy his age.

**2. According to Justin, what is it like to visit his dad at the prison?**

- (A) It's frightening and frustrating.
- (B) It's wonderful.
- (C) It's mixed: Spending time with his dad is great; other things about visiting are difficult.
- (D) It's just a part of his life—not something he really thinks about.

**3. The detail that Justin must go through a metal detector when visiting his dad at prison supports the idea that**

- (A) visiting the prison can be scary.
- (B) visiting the prison can be time-consuming.
- (C) prisons are just like airports.
- (D) prisons are carefully managed.

**4. Liz Gaynes says that when kids with incarcerated parents spend time together, they “blossom.”**

**What does she mean?**

- (A) They feel shame.
- (B) They grow and develop.
- (C) They produce flowers.
- (D) They worry.

**5. What is the connection between Thomas Mott Osborne and Gaynes?**

- (A) Gaynes is Osborne's great-granddaughter.
- (B) Osborne started an organization similar to the one Gaynes runs.
- (C) Osborne was Gaynes's first boss.
- (D) The organization that Gaynes runs is named after Osborne.

**6. Which statement is supported by information in both the essay and the interview?**

- (A) Prisons should prepare people to return to their families.
- (B) Some prisons are far away from cities.
- (C) The Osborne Association supports children with incarcerated parents.
- (D) Justin's father is still a part of his life.

## 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 Justin feel after visiting his dad? Why might he feel that way? Use text evidence to support your ideas.

**8.** When you empathize with someone, you share that person's feelings and emotions. How does the personal essay help you to empathize with children with incarcerated parents?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Video Discussion Questions

## Visiting: Through the Youth Lens

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### PART 1

**Directions:** Before reading the paired texts and after watching the video, answer the following questions.

1. Name a central idea of the video. Give two details from the video that support that idea.
  
  
  
  
  
  
  
  
  
  
2. Tanya Krupat says that New York is "fortunate" to have family centers in many of its prisons. According to the video, what is the value of family centers in prisons? What does Krupat's use of the word "fortunate" suggest about prisons outside of New York—do you think all of them have family centers too?
  
  
  
  
  
  
  
  
  
  
3. According to the video, why is it important to listen to the needs of children with incarcerated parents when it comes to the issue of visiting?



# Justin Contest

What is the Osborne Association? Why are its services necessary and valuable? Answer this question in a short essay. Support your ideas with details from both texts. Five winners will get *Zebra Forest* by Adina Rische Gewirtz.

## 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](mailto:scopemag@scholastic.com)  
Or mail to: Justin Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY April 20, 2016!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 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 "You Won't Find Her on Spotify."

**1. Reread the section "How We Got Here." Which statement below BEST expresses the central idea of this section?**

- Ⓐ Illegal music-sharing sites let people download music for free.
- Ⓑ Over time, people have acquired music in a variety of ways, both legal and illegal.
- Ⓒ iTunes allows people to purchase music online legally.
- Ⓓ Streaming is the newest option to come along, and it's less expensive than downloading songs.

**2. Read the central idea of the section "Biggest Criticism" stated in the box below. Which line from the article does NOT support the central idea?**

**Central Idea:**

**Many artists may not make much money when you stream their music.**

- Ⓐ "When you stream music, you don't download anything—you listen *through* the site."
- Ⓑ "In fact, the issue of how little artists get paid is one of the biggest criticisms of streaming sites."
- Ⓒ "Each time you stream a song, the artist gets a tiny amount of money—maybe only a fraction of a penny."
- Ⓓ "For big-name artists getting millions of plays, those tiny payments might add up. But others are lucky to make enough to buy a ham sandwich."

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**3. Read the details from the section "The Reality" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "Usually, the majority of revenue from album sales goes to the record companies that produce those albums."

**Detail 2:** "So how *do* artists make money? Many rely on concerts, appearances, and products (ahem, One Direction perfume)."

**Detail 3:** "Perhaps that's why some musicians don't see streaming as a new or even serious problem."

**4. Consider the central idea of the article "You Won't Find Her on Spotify" stated in the box below. Write a detail that supports it from each of the sections listed below. We filled in the first one for you.**

**Central Idea:**

**Paying artists fairly is important for the future of music.**

**Supporting detail from "How We Got Here":**

*"If artists and record companies weren't paid for their work, how were they supposed to keep making music?"*

**Supporting detail from "The Reality":**

**Supporting detail from "All the Same":**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Exploring Text Structures

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

**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 "You Won't Find Her on Spotify."

1. The section "How We Got Here" is organized sequentially. Which words or phrases help you identify this structure?

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2. In the section "The Reality," what problem and solution are described?

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## **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 happen (also called chronological order)

3. In the section "All the Same," the author describes a series of effects that streaming could have on the music business. Fill in two possible effects in the boxes below.

<p><b>CAUSE:</b></p> <p>In the world of streaming, a song has to get a lot of plays for an artist to make money from it.</p>
<p><b>POSSIBLE EFFECT:</b></p>
<p><b>POSSIBLE EFFECT:</b></p>

4. In the section "Biggest Criticism," the author uses several text structures. Pick one and explain how you identified it, using evidence from the text.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Vocabulary:

## "You Won't Find Her on Spotify"

1. **accustomed (uh-KUHS-tuhmd)** *adjective*; If you are accustomed to something, you are used to it—that is, you are familiar with it and it seems normal. You might be accustomed to cold weather, for example. Or maybe you are accustomed to reading before you go to bed, or to sleeping in on weekends.
2. **diversity (dih-VUR-si-tee)** *noun*; Diversity is variety—a range or mix of whatever you are talking about. A diversity of opinion is a range of different opinions. If an area has a diversity of plant life, many different kinds of plants grow in that area.  
  
*Diversity* is often used to refer to a mix of different types of people, such as people representing a range of cultures, ethnicities, ages, experiences, or genders. You might hear, for example, a university say that it promotes diversity. The university means that it encourages students of many races and backgrounds to attend.
3. **grim (grim)** *adjective*; *Grim* can mean "serious, gloomy, and depressing" or "shocking and horrifying." A serious and unhappy expression on someone's face could be described as grim. A horrifying and gruesome discovery could also be described as grim. A serious situation that looks like it's not going to work out well could be described as grim as well.
4. **piracy (PAHY-ruh-see)** *noun*; Piracy is what pirates do! It is the act of attacking and robbing ships at sea. Another type of piracy is when someone uses or copies someone else's invention or product without permission.
5. **revenue (REV-uh-noo)** *noun*; Revenue is money coming in. *Revenue* can refer to money that a business or an organization earns, or to money that a government collects in taxes.
6. **revolutionize (rev-uh-L00-shun-nahyz)** *verb*; To revolutionize is to bring about a *revolution* (noun): a sudden and enormous change. Often, *revolution* and *revolutionize* are used in reference to the overthrow of a government, but you can revolutionize a lot of things. For example, you might say that the refrigerator revolutionized food storage, the automobile revolutionized transportation, and the cell phone revolutionized communication.



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**Directions:** In the space below, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

# Vocabulary Practice

## "You Won't Find Her on Spotify"

**Directions:** Rewrite each sentence below using one of the words in the bank.

### WORD BANK

accustomed

piracy

diversity

revenue

grim

revolutionize

1. Normally, Jack is in charge, so being in charge is comfortable for him.

\_\_\_\_\_

\_\_\_\_\_

2. Lily is fascinated by all the different shapes, sizes, colors, and temperaments of dogs in her neighborhood.

\_\_\_\_\_

\_\_\_\_\_

3. The bagel shop is selling a lot more bagels this year.

\_\_\_\_\_

\_\_\_\_\_

4. Devin's aunt works for a company that fights the illegal copying of software.

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Below are six possible titles and summaries for four imaginary books. Choose the best title for each book. Briefly explain your choices.

### BOOK TITLES

A. *Mr. Parlow's Grimmest Tales*B. *Revolutionized Again*   C. *Diversity and Society*D. *Piracy: Ten Shocking Stories*E. *Revenue Builders*   F. *Accustomed to Change*

5. Mia has lived in a dozen different towns, attended a dozen different schools, and made and lost more friends than she can keep track of. She's used to letting go, but now—can she learn to hold on?

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. The unauthorized use of someone else's work isn't just rude—it's a crime.

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. A collection of bleak and dreadful stories that you will absolutely adore.

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Historian Martha Oleander remembers 12 ideas that changed the world.

Title (A-F): \_\_\_\_\_ Why I chose this title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write an Argument Essay

**Directions:** Read "You Won't Find Her on Spotify." Complete the essay kit on page 27. Then follow the steps below to write an argument essay.

## STEP 1: DECIDE WHAT YOU THINK

Do streaming services do more harm than good? Consider what you read in the article, as well as your own viewpoints. **Check the box next to the point of view you will argue in your essay. Or write your own opinion in the space provided.**

☐ Yes! Streaming is awful.

☐ No! Streaming is fantastic.

☐ \_\_\_\_\_

## STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 27 support your opinion? What other information supports your opinion? List at least three supporting details here:

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## STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think streaming is harmful, summarize the strongest arguments of those who disagree with you. Alternatively, if you think streaming music is a good thing, summarize the main reasons some people think it's a bad idea.

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### 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 gave in Step 1. The rest of your essay will support this 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 how you listen to music. Do you purchase songs or do you use streaming services like Spotify?
- 2. SURPRISING FACT:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about streaming music. One way you could structure your question is like this: "Music is \_\_\_\_\_, why shouldn't we \_\_\_\_\_?"

**Your hook:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a very brief summary of the issue—in this case, that people disagree on the value of streaming services.

**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 streaming services do more harm than good. 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 music streaming services do more harm than good. (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 split 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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **“You Won’t Find Her on Spotify” Quiz**

**Directions:** Read “You Won’t Find Her on Spotify.” Then answer the questions below.

1. On page 26, the author mostly likely includes the price of an iTunes album to
  - (A) show how the cost of streaming music compares with the cost of buying and downloading music.
  - (B) support the claim that iTunes is inexpensive.
  - (C) demonstrate that music streaming services do not pay artists enough for their music.
  - (D) discourage readers from buying music.
2. “Eventually, illegal sharing sites were slammed with lawsuits . . .” (p. 26). In that sentence, the word *slammed* tells you that
  - (A) the sites were shut down because of the lawsuits.
  - (B) a great number of lawsuits were filed.
  - (C) very few lawsuits were filed.
  - (D) the lawsuits had little effect.
3. The author writes, “But others are lucky to make enough to buy a ham sandwich” (p. 26). This line
  - (A) supports the idea that many artists don’t make much money through streaming services.
  - (B) supports the idea that streaming music helps less popular artists become successful.
  - (C) supports the idea that popular artists make a lot of money on streaming sites.
  - (D) rebuts the argument that streaming music is inexpensive.
4. The author ends the article with this sentence: “So what is a great song truly worth to you?” What literary device is she using?
  - (A) hyperbole
  - (B) symbolism
  - (C) rhetorical question
  - (D) onomatopoeia
5. The author uses the literary device you identified in question 4 to do what?
  - (A) create dramatic effect
  - (B) ask readers to stop streaming music
  - (C) inspire readers to listen to more music
  - (D) encourage readers to consider their own opinions about the value of music
6. Which of the following claims could be best supported with information from the article?
  - (A) Streaming music sites have saved the music industry.
  - (B) Streaming music sites could change the music industry.
  - (C) Streaming music sites are a greater threat to the music industry than piracy.
  - (D) Most artists support streaming services.

### **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. Why might the author have chosen to begin her article with information about Taylor Swift and Adele?
8. According to the article, how could music streaming services influence the kind of music that is made? Do you agree? Explain.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## “You Won’t Find Her on Spotify” Quiz

**Directions:** Read “You Won’t Find Her on Spotify.” Then answer the questions below.

1. According to the article, why is streaming an appealing way to listen to music?
  - (A) Streaming is cheaper than downloading music.
  - (B) Artists make less money from streaming music.
  - (C) There are not enough songs for sale.
  - (D) All of the above.
2. Which of the following states a central idea of the section “Biggest Criticism”?
  - (A) Streaming music is the most convenient way to listen to music.
  - (B) Many artists don’t make much money through streaming services.
  - (C) Piracy is good for the music industry.
  - (D) Streaming music adds variety to music.
3. Which of the following lines BEST supports your answer to question 3?
  - (A) “But others are lucky to make enough to buy a ham sandwich.” (p. 26)
  - (B) “When you stream music, you don’t download anything—you listen *through* the site.” (p. 26)
  - (C) “On some sites, you can listen for free with ads, or you can pay to listen without ads.” (p. 26)
  - (D) “On Spotify, \$10 a month (about the cost of one album on iTunes) will get you access to tens of millions of songs.” (p. 26)
4. “Eventually, illegal sharing sites were slammed with lawsuits . . .” (p. 26). In that sentence, *slammed with* could best be replaced by which phrase?
 

(A) shut down by	(C) overwhelmed by
(B) ruined by	(D) bumped by
5. The author ends the article with this sentence: “So what is a great song truly worth to you?” What literary device is she using and what is its purpose?
  - (A) hyperbole; to create drama
  - (B) symbolism; to ask readers to stop streaming
  - (C) onomatopoeia; to inspire readers to listen to more music
  - (D) rhetorical question; to encourage readers to think about their own opinions about the value of music
6. Which of the following claims could NOT be supported with information from the article?
  - (A) Streaming music sites could change the music industry.
  - (B) Most artists support streaming services.
  - (C) Album sales are not the only way that artists make money.
  - (D) Streaming music services offer a cheap, legal way to listen to music.

### 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. Why might the author have chosen to begin her article with information about Taylor Swift and Adele?
8. According to the article, how could music streaming services influence the kind of music that is made? Do you agree? Explain.

SKILL: Essay Writing

# Argument-Essay Checklist

**Directions:** Use this guide to check your own essay, or exchange papers with a classmate and use the list to check each other's essays. In the margins of the essay you are checking, make notes about anything that needs to be revised.

## Introduction

- ✓ Does the first sentence grab readers' attention?
- ✓ Does the first paragraph provide a general overview of the essay's topic?
- ✓ Does the first paragraph include a thesis statement that strongly and clearly states your point of view? Does the thesis clue readers in as to what the essay is going to be about?

## Body Paragraphs

- ✓ Do they contain a total of at least three points that support the thesis?
- ✓ Do they provide details to further explain each of the supporting points?
- ✓ Are the supporting points presented in order from weakest to strongest?
- ✓ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change your point of view?

## Conclusion

- ✓ Does the last paragraph remind readers of the main points of the essay, without going into *too* much detail and repeating everything readers just read?
- ✓ Is the conclusion free of new information (such as another supporting point)?
- ✓ Does the last sentence leave readers with a strong final impression?

## General

- ✓ Does one idea flow smoothly into the next?
- ✓ Do the sentence structures and lengths vary?
- ✓ Does every sentence relate to the thesis?
- ✓ Does everything make sense?
- ✓ Is the essay convincing?
- ✓ Are the grammar, punctuation, and spelling correct?



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: \_\_\_\_\_

# 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:

## **A** DO NOT use apostrophes to form plurals.

1. 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.

2. 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.

3. 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.

## **B** 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.

## **C** DO use apostrophes to form possessives.

Possessives show ownership.

1. 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?

2. 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.

3. 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.

4. 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: \_\_\_\_\_

# Parentheses Practice

Parentheses set off information that isn't critical but is still worth mentioning. You can think of the words inside parentheses as comments, clarifications, or afterthoughts. Here are a few rules (and some tips) to help you use parentheses correctly.

- 1. Parentheses always appear in pairs (one before the start of the comment and one after the end).**

*Example:* The fundraising committee hopes to raise a lot of money (more than \$1,000) at the event.

- 2. The sentence should still make sense without the information inside the parentheses.**

*Example:* Mrs. Feldman (my friend's mom) took us to the amusement park.

*Now read that sentence without the text in the parentheses. See how the sentence still makes sense?*

- 3. Numbers (such as dates, page numbers, and prices) are often put inside parentheses.**

*Example:* The package arrived last Wednesday (April 16).

- 4. Parenthetical material can interrupt a sentence, or it can be written as a separate sentence. If parenthetical material interrupts a sentence, do not use a capital letter or period to punctuate it.**

*Example:* Kendra wants to go to Washington (the state, not the city) for vacation.

*Example:* I hope you like my gift (not that you will tell me if you don't).

**If the parenthetical material is written as a separate sentence, punctuate it inside the parentheses as a separate sentence.**

*Example:* I'm going to my fifth Taylor Swift concert on Saturday. (She's such a great performer!)

---

**Directions:** In each group of sentences, place a check ( ✓ ) next to the one in which parentheses are used and punctuated correctly.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li> <input type="checkbox"/> Grossing (almost \$300 million), the movie set a box office record.<br/> <input type="checkbox"/> The movie set a box office record (almost \$300 million) on its opening weekend.<br/> <input type="checkbox"/> The movie set a box office record on its opening weekend (almost \$300 million.) </li> <li> <input type="checkbox"/> Eliza moved to a small town in Alaska (population 1,200.)<br/> <input type="checkbox"/> Eliza moved to a small town in Alaska (population 1,200).<br/> <input type="checkbox"/> Eliza moved to a small town (Population 1,200) in Alaska. </li> </ol> | <ol style="list-style-type: none"> <li> <input type="checkbox"/> My dad says that Michael Jordan was the all-time best basketball player. (But could Jordan pass like LeBron James?)<br/> <input type="checkbox"/> My dad says that Michael Jordan was the all-time best basketball player (But could Jordan pass like LeBron James?).<br/> <input type="checkbox"/> My dad says that Michael Jordan was the all-time best basketball player (but could Jordan pass like LeBron James)? </li> </ol> |
|--|---|

4. \_\_\_ Dr. Seuss (his real name was Theodor Geisel) added the "Dr." to his name because his father wanted him to become a medical doctor, not a writer.
- \_\_\_ Dr. Seuss (His real name was Theodor Geisel.) added the "Dr." to his name because his father wanted him to become a medical doctor, not a writer.
- \_\_\_ Dr. Seuss added the "Dr." to his name because his father wanted him to become a medical doctor, not a writer (his real name was Theodor Geisel.)

5. \_\_\_ One of the birds escaped from its cage this morning. (Penny, not Twitter).
- \_\_\_ One of the birds (Penny, not Twitter) escaped from its cage this morning.
- \_\_\_ Penny, not Twitter (one of the birds,) escaped from its cage this morning.
6. \_\_\_ Mrs. Martin couldn't believe how much the bakery charged her for the cake (\$55.)
- \_\_\_ Mrs. Martin couldn't believe how much the bakery charged her for the cake (\$55).
- \_\_\_ Mrs. Martin couldn't believe how much the bakery charged her for the cake. (it was \$55!)

---

**Directions:** Now write your own sentence that includes a set of parentheses.

7. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Colon (:) or Semicolon (;) ?

Colons and semicolons link sentences and word groups. Here are a few tips on how to use them:

1. **A colon is like a pause before introducing information. It directs attention to what comes after it.**

*Example:* There is only one thing I'm craving right now: a mint chocolate chip ice-cream sundae.

2. **The element before a colon must be a complete sentence. What comes after the colon can be a list, a sentence, a phrase, a quotation, or a single word. (If it's a complete sentence, start it with a capital letter.)**

*Example 1:* The movie takes place in four different countries: England, Ireland, France, and Spain.

*Example 2:* After much consideration, Eliza decided what she wants for her birthday: a bicycle.

*Example 3:* I have something to confess: I ate the plum that you were saving for breakfast.

3. **A semicolon links sentences that are closely related. The sentences could be separated by a period and stand on their own, but the semicolon shows that they have a connection.**

*Example:* I make an effort to be on time wherever I go; my brother is always late.

4. **A semicolon also links clauses using transition words such as *therefore*, *however*, or *in addition*.**

*Example:* The movie theater was quite crowded; therefore, the only seats left were in the front row.

*Example:* Yi Ling is from Singapore; however, she now lives in Toronto.

---

**Directions:** Add the missing colon or semicolon to the sentences below. Draw three short lines under any letters that should be capitalized.

1. Mrs. Addison works all day at the bank in addition, she takes classes in the evening.
2. There's something you should know about playing hide-and-seek with Ali she always hides under the bed.
3. I brought everything I needed to the beach my bathing suit, a towel, sunscreen, and snacks.
4. Cleo stayed up past midnight as a result, she could barely keep her eyes open the next day.
5. I have not read the Hunger Games books however, I did see the Hunger Games movies.

---

**Directions:** Read each pair of sentences below. Place a ✓ in front of the sentence in which the colon or semicolon is used correctly.

6. \_\_\_\_ Alligators have lived on Earth; for millions of years, they are sometimes called "living fossils."  
\_\_\_\_ Alligators have lived on Earth for millions of years; they are sometimes called "living fossils."
7. \_\_\_\_ We planted a variety of vegetables: acorn squash, broccoli, and cauliflower.  
\_\_\_\_ We planted a variety of vegetables acorn squash: broccoli, and cauliflower.
8. \_\_\_\_ The student council voted unanimously: Money raised from the talent show will be donated to charity.  
\_\_\_\_ The student council voted unanimously, money raised from the talent show will: be donated to charity.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Fragment Fix

A sentence fragment is a group of words that does not contain both a subject and a verb, or does not express a complete thought. A sentence fragment does not make sense on its own. Some examples of fragments are below, along with ways to fix them. (The fragments appear in bold.)

*Incorrect:* Alex wants to come with us to the mall. **After she finishes her homework.**

*Correct:* Alex wants to come with us to the mall after she finishes her homework.

*Incorrect:* The movie theater is on Magnolia Avenue. **Which is just past Dogwood Street.**

*Correct:* The movie theater is on Magnolia Avenue, which is just past Dogwood Street.

*Incorrect:* **Unless Jackson cleans his room.**

*Correct:* Unless Jackson cleans his room, he won't be able to come play basketball tonight.

*Correct:* Jackson has to stay home tonight, unless he cleans his room.

---

**Directions:** Write **F** for fragment or **S** for sentence on each line below.

- \_\_\_\_ 1. Cheyenne's aunt, who lives in New Mexico.
- \_\_\_\_ 2. After driving around for half an hour, Kyle finally found a parking space.
- \_\_\_\_ 3. When he started playing guitar.
- \_\_\_\_ 4. Because new running shoes are so expensive.
- \_\_\_\_ 5. Even though Chris had already seen the movie five times.
- \_\_\_\_ 6. If you don't have anything nice to say.
- \_\_\_\_ 7. Please recycle your bottles and cans.
- \_\_\_\_ 8. Emma slowly backed out of her parking space.

---

**Directions:** Rewrite the paragraph below, changing all of the fragments into complete sentences.

There are more than 2,700 kinds of snakes. The largest and strongest is the python. Which can grow to be up to 33 feet long. Even though pythons don't chew. They can eat large prey. A python can swallow a whole goat. Because it has a special kind of jawbone that allows it to open its mouth very wide.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Imply vs. Infer

The words **imply** and **infer** are often confused and misused. However, their meanings are nearly opposite. Here's what you need to know to use them correctly:

**Imply** means to express indirectly, to hint, to indicate.

**Examples:**

"What is that supposed to mean?" asked Logan.  
"Are you **implying** that I cheated?"

The puzzled look on Lisa's face **implied** that she wasn't expecting me.

**Infer** means to come to a conclusion based on the evidence presented, to guess, to surmise.

**Examples:**

"I **infer** from that remark that you think I cheated," said Logan.

I **inferred** from the puzzled look on Lisa's face that she wasn't expecting me.

---

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

- Christina winked, **implying/infering** that she was in on the joke.
- Joshua looked outside and saw that most people were wearing short sleeves; he **implied/inferred** that it was warm outside.
- I can often **imply/infer** the meaning of an unfamiliar word from other information in the sentence.
- Implying/Inferring** that I should help him pack the car, my dad said, "We'd probably get on the road faster if I didn't have to pack all of this myself."
- The cliffhanger at the end of the movie **implies/infers** that Andy's adventures are not over.
- I **implied/inferred** from Nora's text message—"Call me the *second* you get this!"—that Nora had big news

---

**Directions:** For each sentence below, fill in the blank with a form of **imply** or **infer**. Then write your own sentence using a form of **imply** or **infer**.

- From the sports clothes that Kyle was wearing, I \_\_\_\_\_ that he was about to go to soccer practice.
- Jorge \_\_\_\_\_ from Elise's bored expression that she was not enjoying the movie.
- "Are you \_\_\_\_\_ that you want a slice of my pizza?" I asked my little brother when he began loudly exclaiming how hungry he was and staring at my food.
- I \_\_\_\_\_ from his smile that Justin was satisfied with his present.
- \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# You Write It

## Turning an Infographic Into an Essay

**Directions:** Read the infographic about pizza. Then follow the steps below to write a persuasive essay arguing that pizza should be served at the welcome dinner for your town's International Sports Day. In the essay, include the kind of pizza you would serve and why.

**1** Write a sentence that states the central claim of your essay.

<b>CLAIM</b>
--------------

**2** Look at each section of the infographic. In the boxes below, list information from each section that supports your claim.

<b>THE NUMBERS</b>	<b>HEALTHY(ISH) AND NUTRIENT RICH</b>
	<ul style="list-style-type: none"> <li>• The tomato sauce on pizza contains lycopene, which may help prevent heart disease.</li> <li>• Topping pizza with veggies makes it healthier.</li> </ul>
<b>AFFORDABLE</b>	<b>TOPPINGS AROUND THE WORLD</b>

3

Now explain what kind of pizza you would serve and why, using information provided in the infographic.

**WHAT KIND OF PIZZA**

4

It's time to start crafting your essay. **Use a separate piece of paper and follow these guidelines:**

**Beginning:**

- Your first sentence should be a hook—that is, it should grab the audience's attention and immediately interest them in your essay. Your hook can be a surprising fact, a compelling or amusing anecdote—anything that will immediately engage your readers.
- After your hook, present your thesis statement. Your thesis statement is a sentence that tells your reader what your essay is going to be about—in other words, your central idea. In argument writing, the thesis is where you make your claim and briefly state the details that support your claim.

**Middle:**

- Explain to your readers why pizza would be a success at the welcome dinner, using the information you wrote in Step 2.
- Explain to your readers what kind of pizza you would serve at the dinner and why, using the information you wrote in Step 3.

**End:**

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

**Writing Tips!**

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the length and structure of your sentences to keep your writing lively.
- Make sure the information you are providing supports your central claim.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for incorrect spelling, and for punctuation, and grammar errors.

# "You Write It" Model Text

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

## Why Pigs Make Great Pets

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

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

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

Transition words and phrases connect ideas.

Using different sentence lengths and structures makes the writing lively.

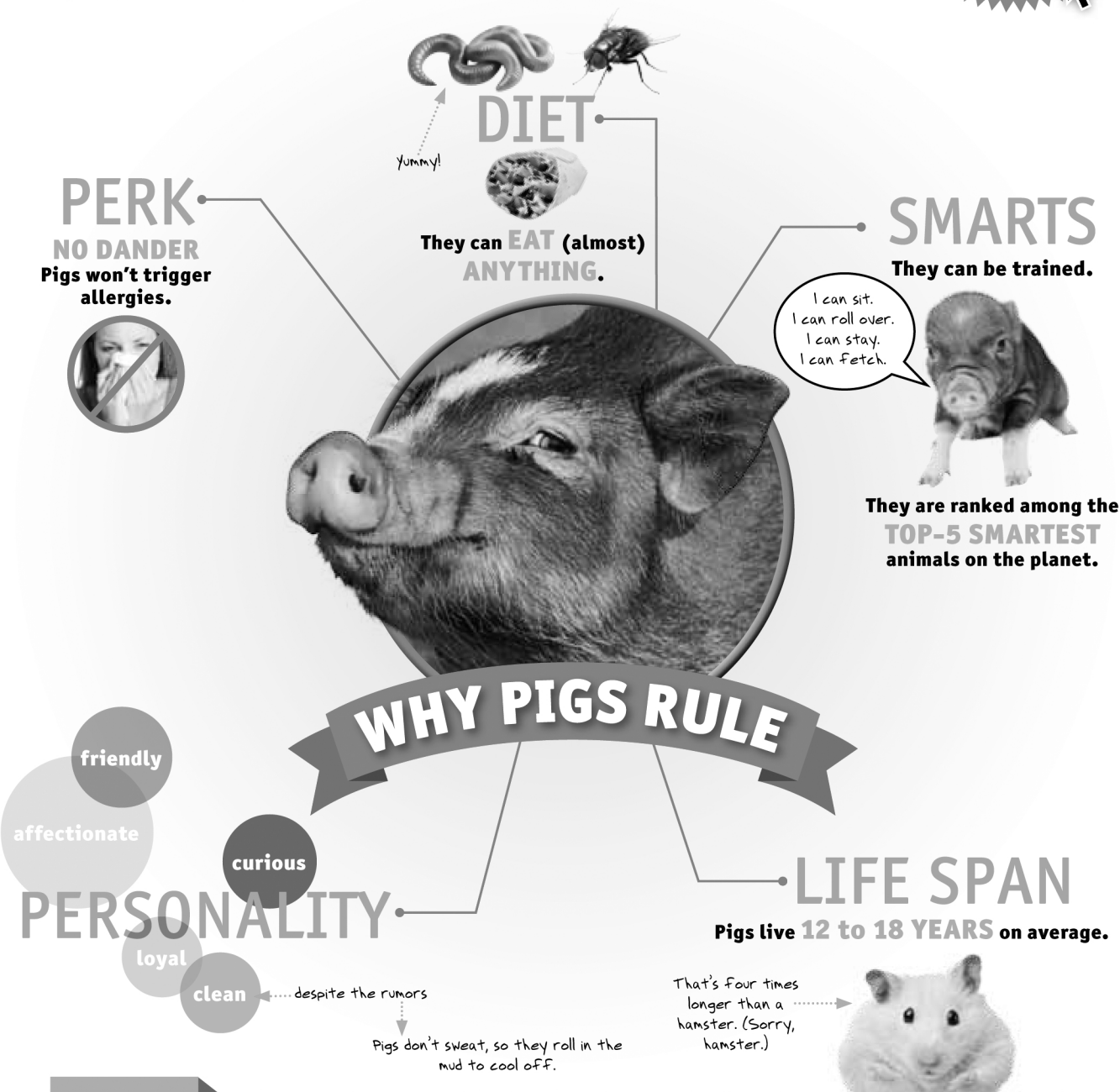
Ends with a call to action and a promise that the reader won't regret getting a pet pig.

# You Write It

We did the research.  
You write the story.

DON'T MISS OUR  
AWESOME GUIDED-  
WRITING ACTIVITY  
AND MODEL TEXT  
AT SCOPE ONLINE!

**HERE'S THE DEAL:** The Swiners Society is trying to make the case that potbellied pigs make great pets. But they need data to support their claim. This is what they found.



# Pizza Contest

Your town is hosting International Sports Day. Athletes from all over the world will be coming. You are in charge of organizing a big welcome dinner, and you think pizza should be served. Write an essay arguing why a pizza dinner would be a great success, including what kind of pizza you would serve and why. Three winners will each get a \$25 Visa gift card.

## Entries will be judged on:

⇒ clarity

⇒ grammar

⇒ organization

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](mailto:scopemag@scholastic.com)

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

**ENTRIES MUST BE RECEIVED BY April 20, 2016!**