

Name: _____ Date: _____

Who's vs. Whose

The words **who's** and **whose** are often confused and misused. Here's what you need to know to use them correctly:

Who's is a contraction of *who is* or *who has*. Despite the apostrophe, *who's* does NOT show ownership.

Examples:

"Who's the winner of the race?" asked Ned.

Lisa, who's friends with Ed, just arrived.

Who's heard Taylor Swift's new song?

Whose is the possessive form of *who*. It shows ownership.

Examples:

"Whose glass is that on the table?" asked Ana.

Grandpa, whose advice I often seek, is very wise.

Whose idea was it to take the bus?

Directions: Underline the correct boldface word in each sentence.

1. Jennifer Lawrence, **who's/whose** starred in several films recently, is one of Stevie's favorite actresses.
2. Arianna is the girl I was telling you about—the one **who's/whose** lived in Hawaii for several years.
3. Antonio does not know **who's/whose** number that is.
4. My cousin Samir, **who's/whose** one of the smartest people I know, is coming to visit next week.
5. I don't know **who's/whose** lasagna recipe this is, but it sure is delicious!
6. Mom asked, "**Who's/Whose** dirty shoes are on the kitchen floor?"
7. Regina, **who's/whose** finally recovered from her cold, invited Amy to sleep over on Friday.

Directions: For each sentence below, fill in the blank with either **who's** or **whose**.

8. Ryan, _____ plan was to go to the beach, groaned when it began to rain.
9. _____ eaten the last slice of pizza? I was saving that!
10. The gardener, _____ name is Jared, always has a smile on his face.
11. Fred, _____ sick with the flu, has stayed home from school three days in a row.
12. " _____ that?" asked Kim, pointing at the photo.

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Finding and Using Text Evidence

Directions: Read "Thirst." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining how the well affected Natalia's future.

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

- Ⓐ The well affected Natalia's future because the people in her community use the well water for drinking and cooking.
- Ⓑ The well affected Natalia's future because she now can get water whenever she wants.
- Ⓒ The well affected Natalia's future because it enabled her to go to school every day.

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

- Ⓐ "From a young age, she loved learning—but the burden of getting water for her family left time for little else, including her own education." (p. 6)
- Ⓑ "Then, in 2014, an incredible organization called *charity: water* heard about Natalia's village and wanted to help." (p. 8)
- Ⓒ "For the first time in Natalia's life, clean, fresh water poured into her hands." (p. 9)

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

- Ⓐ It illustrates that Natalia was excited about the well.
- Ⓑ It shows how the well improved everyone's lives.
- Ⓒ It demonstrates that before her village got the well, the chore of getting water prevented Natalia from attending school; you can infer that the well relieved Natalia of that chore and gave her time to pursue her education.

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

Natalia has goals for her future.

- Ⓐ “Natalia is a serious girl, soft-spoken but not shy.” (p. 6)
- Ⓑ “She is a top student, with plans to run her own school and improve the lives of other girls through education.” (p. 9)
- Ⓒ “She would walk about a mile in the dark—through fields of tall grasses where snakes lurked. But she walked without fear.” (p. 5)

I chose ____ because _____

3. A. Choose three pieces of text evidence from “Thirst” that BEST support the following statement.

In the U.S., access to clean water is taken for granted.

- Ⓐ “Humans have always told stories about water—legends and folktales of magical fountains that give eternal youth and miracle springs that cure sickness.” (p. 9)
- Ⓑ “The average American uses 176 gallons of water a day.” (p. 6)
- Ⓒ “For most of us in the United States, getting clean water is as simple as turning on the faucet.” (p. 6)
- Ⓓ “In 2014, a chemical spill turned water in West Virginia a toxic yellow.” (p. 9)
- Ⓔ “You probably don’t think twice about taking a long, refreshing shower after soccer practice.” (p. 6)

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 “Thirst” in the form of a direct quotation.

- Ⓐ Drinking contaminated water can lead to illness, explain authors Kristin Lewis and Tyler Riewer in their article “Thirst.” They write, “According to the World Health Organization, 3.4 million people die every year from water-related illnesses” (p. 7). This happens because dangerous disease-causing bacteria lurk in dirty water.
- Ⓑ Drinking contaminated water can lead to illness, explain authors Kristin Lewis and Tyler Riewer in their article “Thirst.” Furthermore, they write that “3.4 million people” die every year from water-related illnesses (p. 7). This happens because dangerous disease-causing bacteria lurk in dirty water.
- Ⓒ Drinking contaminated water can lead to illness, explain authors Kristin Lewis and Tyler Riewer in their article “Thirst.” Quoting a statistic from the World Health Organization, the authors state that water-related illnesses kill 3.4 million people each year. This happens because dangerous disease-causing bacteria lurk in dirty water.

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

5. Choose the paragraph that correctly uses text evidence from “Thirst” in the form of a paraphrase.

- Ⓐ Water from a deep well tends to be safer to drink than water from a streambed. Compared with streams, wells “would not be contaminated by animals or humans waste,” explain authors Kristin Lewis and Tyler Riewer (p. 7). Furthermore, “sediment in the soil can act as a natural filter, trapping harmful bacteria and pollutants” (p. 7).
- Ⓑ Water from a deep well tends to be safer to drink than water from a streambed because wells are less likely than streams to be contaminated by humans, animals, and pollutants.
- Ⓒ Water from a deep well tends to be safer to drink than water from a streambed. Compared with streams, wells are less likely to be contaminated by waste from humans and animals, explain authors Kristin Lewis and Tyler Riewer (p. 7). The sediment in the soil can also filter the water by trapping harmful bacteria and pollutants (p. 7).

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

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Finding Text Evidence

Directions: Read “Thirst,” 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 “Thirst” that BEST support the statement below.

The water that Natalia got from the streambed was contaminated.

- Ⓐ “But for more than 660 million people around the world, even one sip of clean water is a luxury.” (p. 6)
- Ⓑ “The water often made Natalia and her brothers and sisters sick.” (p. 7)
- Ⓒ “The muddy streambed was the only source of water for many miles around.” (p. 7)
- Ⓓ “The water that Natalia brought home was gray and dirty.” (p. 7)

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

Natalia has goals for her future.

- Ⓐ “Natalia is a serious girl, soft-spoken but not shy.” (p. 6)
- Ⓑ “She is a top student, with plans to run her own school and improve the lives of other girls through education.” (p. 9)
- Ⓒ “She would walk about a mile in the dark—through fields of tall grasses where snakes lurked. But she walked without fear.” (p. 5)

I chose ____ because _____

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

The well helped improve Natalia’s quality of life.

Ⓐ “Natalia’s life has been transformed. Instead of spending her day fetching water, she goes to school.” (p. 9)

Ⓑ _____

.....

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

STATEMENT:

Ⓐ “For most of us in the United States, getting clean water is as simple as turning on the faucet.” (p. 6)

Ⓑ “The average American uses 176 gallons of water a day.” (p. 6)

Ⓒ “You probably don’t think twice about taking a long, refreshing shower after soccer practice.” (p. 6)

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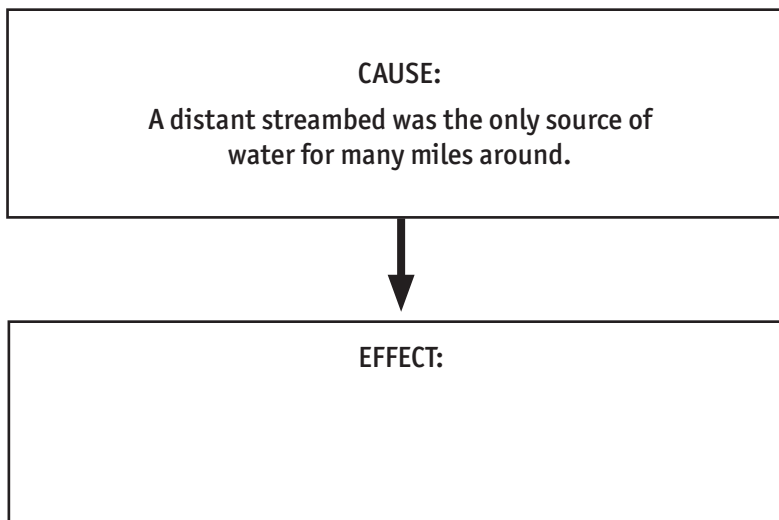
Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and 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 "Thirst."

1. The section "A Luxury" is organized using the compare-and-contrast structure. Why might the authors have chosen to use this structure here?

2. In the section "No Other Choice," the authors describe a series of causes and effects. Fill in one effect for the cause below.



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.** At the beginning of the section "On Their Own," the authors present a solution to the problem of getting clean water to Natalia's village.

A. What is that solution?

B. The authors then present a new problem and its solution. What is the new problem, and how is it solved?

- 4.** Underline the text structure used in the section "Into Her Hands."

description or list

compare and contrast

sequence of events

Explain your choice.

- 5.** Several text structures are used in the section "Water Is Life." Choose one and explain which words or phrases helped you identify this structure.

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Exploring Mood

Mood is the feeling you get 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. On the lines provided below, write two words that describe the mood of the introduction (the first section of the article). You may choose words from our list or come up with your own words.

calm	exciting	matter-of-fact
dreary	hopeful	purposeful
dangerous	hushed	serious

Two words that describe the mood of the introduction: _____ and _____

2. Put a check next to the three details in the list below that you think MOST help create the mood of the introduction that you described in question 1.

- ☐ It was so early that it was still dark outside.
- ☐ Natalia's sisters were still sleeping as Natalia got dressed.
- ☐ Natalia was 13 years old.
- ☐ Mozambique is in southeast Africa.
- ☐ Natalia "moved briskly" because "there was not one second to waste."
- ☐ Natalia had been making the trip to fetch water twice a day since she was 10.

3. Briefly explain your choices in question 2. We filled in one possible answer for you.

The detail that Natalia's sisters were still sleeping creates a hushed mood because it helps you understand that Natalia had to be very quiet.

4. In the section "Into Her Hands," Kristin Lewis describes the scene of the well being built in Natalia's village.

Two words that describe the mood of this scene: _____ and _____

5. Write three details that best help create the mood you identified in question 4.

1.

2.

3.

6. Briefly explain your answers to question 5.

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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 included, and how the text is organized.

1. The authors' tone when they describe Natalia could be described as **respectful and admiring**. The tone can be described this way for all of the following reasons EXCEPT which?

- Ⓐ The authors explain that before the well was built, Natalia was able to attend school only once or twice a week (p. 6).
- Ⓑ The authors describe how hard Natalia worked to fetch water and note that she did it without complaining (pp. 4, 6-7).
- Ⓒ The authors mention Natalia's achievements: her excellence at school and her being chosen as the president of her village's water committee, as well as her goal of someday running a school herself (p. 9).
- Ⓓ The authors refer to Natalia's "intelligence and confidence" (p. 9).

2. A. Which word best describes the authors' tone when they write about *charity: water*?

- Ⓐ confused Ⓑ doubtful Ⓒ admiring

B. The following is one reason the tone can be described this way. Add one more reason.

- Ⓐ The authors include facts about the large number of water projects that *charity: water* has funded (p. 8).

Ⓑ _____

3. A. Which of the following best describes the authors' attitude about the problem of people not having access to clean water in many parts of the world?

- Ⓐ despairing and hopeless Ⓑ distressed but optimistic Ⓒ outraged and threatening

B. Explain your answer.

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Water Is Life

Directions: Fill in the boxes below using details from the article. When you are finished, you can use this activity to help you respond to the writing prompt on page 9.

1. What problems did Natalia and her community face because of their lack of access to clean water?

We found one example from the text that helps answer this question. Find one more problem that Natalia and others in her village faced and explain how a well solved that problem.

Problem:

Natalia and many other women and children from her village had to spend a lot of time fetching water. Natalia could not attend school regularly because of this.

How the well solved the problem:

With a well in the village, women and girls no longer had to spend many hours a day getting water for their families. Natalia is now able to go to school every day.

Problem:

How the well solved the problem:

2. What role does water play in our lives?

Use information from "Thirst" and your own ideas to answer this question.

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Thirst.” 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. Read the title and text on page 4. Describe the photographs on pages 4 and 5.

2. Look at the photograph on page 7. How does the caption help you understand the photo?

3. Describe the classroom on page 9. How does it differ from your classroom?

4. After looking at the title and all the subheadings, images, and captions, what do you think this article will be about?

During Reading

Mood, Tone, Text Structure, Inference, Vocabulary

5. In the first section of “Thirst,” the authors create a suspenseful mood. Describe how they accomplish this.

6. Describe the tone in the section “Into Her Hands.” Explain your answer using evidence from the text.

7. Check (☒) the statement that BEST describes the **text structure** (the way the authors organized information) of the section “A Luxury.”

The authors describe the effects of not having clean fresh water in many parts of the world.

The authors contrast the abundance of water in the U.S. to the lack of water experienced by millions around the world.

The authors present the problem that for millions of people around the world, clean water is hard to get.

8. The authors write that Natalia dreams of running her own school and improving the lives of girls through education. From this statement, what can you infer about Natalia?

9. Consider this quote from page 7:

“Unburdened from the arduous chore of water gathering, Natalia would be able to go to school.”

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

B. The authors could have used a different word instead of *arduous*. How does their choice of *arduous* affect the meaning of the sentence?

After Reading

Central Idea/Details and Objective Summary

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

```
graph TD; A[Central Idea] --> B[Detail #1]; A --> C[Detail #2]; A --> D[Detail #3];
```

Central Idea		
Detail #1 “She was going to fetch the water her family needed to survive.” (p. 5)	Detail #2 “Every now and then, something will happen in the U.S. that reminds us how essential water is to our way of life.” (p. 9)	Detail #3 “These are just stories, of course, but there is truth behind them: Water is life.” (p. 9)

11. Write an **objective summary** of “Thirst.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

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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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Thirst.” 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. Read the title and text on page 4. Describe the photographs on pages 4 and 5.

2. Look at the photograph on page 7. How does the caption help you understand the photo?

3. Describe the classroom on page 9. How does it differ from your classroom?

4. After looking at the title and all the subheadings, images, and captions, what do you think this article will be about?

During Reading

Mood, Tone, Text Structure, Inference, Vocabulary

5. The mood at the beginning of the article is suspenseful. The authors create this mood in each of the following ways EXCEPT:
- A. They include the detail that Natalia sleeps in a room in a hut with her three younger sisters.
 - B. They use dramatic language to describe the setting, such as “Natalia slipped out of their hut and set off into the darkness” and “fields of tall grasses where snakes lurked.”
 - C. They use phrases such as “moved briskly” and “not one second to waste” to convey the urgency with which Natalia approached her task.

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

sad

lonely

serious

- B. Briefly explain how you know: _____

7. One of the main text structures the authors use to organize information is problem and solution. Here is one problem and solution they describe in their article:

Problem: Natalia’s village does not have access to water, particularly clean drinking water.

Solution: A deep well can be drilled in or near the village.

Read the problem below. Then provide a solution in the space provided.

Problem: Digging a well requires machinery and scientific expertise that the village cannot afford.

Solution: _____

8. The authors write that Natalia dreams of running her own school and improving the lives of girls through education. From this statement, what can you infer about Natalia?
- _____
- _____

9. Consider this quote from page 5:

“She was beginning a grueling journey, one that would take hours.”

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

dangerous

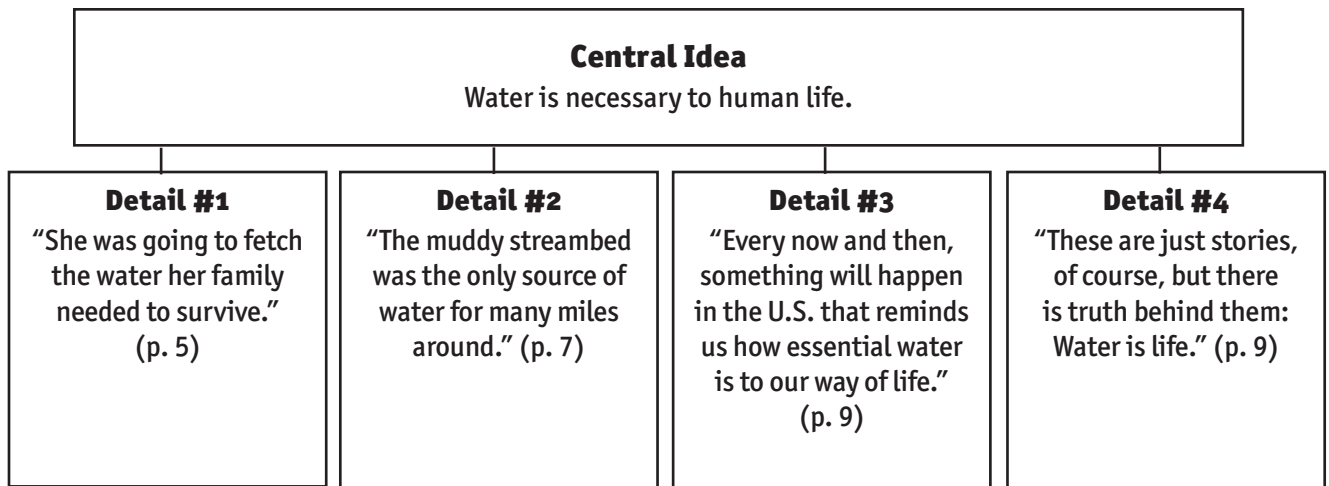
frightening

difficult

- B. The authors could have written *difficult* instead of *grueling*. How does their choice of *grueling* affect the sentence?
-

After Reading
Central Idea/Details and Objective Summary

10. A. Below is a **central idea** of “Thirst” and four details. Three details DO support the central idea. Cross out the detail that DOES NOT.



- B. Explain your answer: _____
-

11. 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 “Thirst.”

1. Natalia is a 13-year-old girl who lives in a village in Mozambique, a country in Africa.
2. Natalia frequently missed school because she had to spend so many hours fetching water.
3. Some kids have water fights with their friends on hot summer days.
4. An organization called *charity: water* helped build a well in Natalia’s village.
5. Natalia seems like a cool person.
6. The tap water in Flint, Michigan, was poisoned with lead.

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Video Discussion Questions

Behind the Scenes: “Thirst”

1. According to the video, what factors contribute to the problem of water scarcity around the world?
2. What is the mood of the segment of the video about *charity: water* (2:43—3:43)? Consider the narration, music, and visuals.
3. Lewis says that at *charity: water*, she learned that the problem of water scarcity is “actually quite solvable.” How does information in the video support this statement?
4. Lewis says she was impressed by Natalia’s “grit.” What does the word *grit* mean? How do you know?

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Nonfiction Quiz

Directions: Read “Thirst.” Then answer the questions below.

1. Which is a central idea of “Thirst”?

- (A) Natalia is president of her village’s water committee.
- (B) Access to clean drinking water can transform people’s lives.
- (C) Water is the subject of many folk tales.
- (D) Natalia used to get sick from drinking dirty water.

2. Which of the following lines helps develop the central idea you chose in question 1?

- (A) “Instead of spending her day fetching water, she goes to school.” (p. 9)
- (B) “But she walked without fear.” (p. 5)
- (C) “In 2014, a chemical spill turned water in West Virginia a toxic yellow.” (p. 9)
- (D) “But digging a well requires expensive machines and scientific expertise . . .” (p. 7)

5. What is the main purpose of the section “No Other Choice”?

- (A) to explain why Natalia and the other people in her village did not have access to clean water
- (B) to explain what it is like to go to school in Mozambique
- (C) to explain how heavy a jerry can is
- (D) to explain how a lack of access to clean water impacted the lives of Natalia and the other people in her village

4. On page 6, the information in the caption “Water Technology” supports the idea that

- (A) wells are the easiest and most affordable way to bring water to people who need it.
- (B) Natalia’s life has changed as a result of a well being built in her village.
- (C) there are many options for how to provide clean, safe water to places that don’t have it.
- (D) wells are expensive to build.

5. Information about laws to protect the safety of drinking water in America would best fit into which section of the article?

- (A) the introduction
- (B) A Luxury
- (C) Into Her Hands
- (D) On Their Own

6. Which detail should definitely be included in a summary of “Thirst”?

- (A) Tyler Riewer writes about the people he meets at *charity: water’s* project sites.
- (B) *Charity: water* has funded more than 200 water projects in Mozambique.
- (C) Natalia used to spend a large part of her day fetching water.
- (D) Pipes can be used to carry clean water from mountains to communities in need.

Constructed-Response Questions

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

7. Explain the text structure Lewis uses in the section “A Luxury.” What does it add to the article?

8. Lewis writes, “Natalia will never need to be reminded that water is a gift.” What does she mean? Support your answer with text evidence.

Name: _____ Date: _____

“Thirst” Quiz

Directions: Read “Thirst.” Then answer the questions below.

1. Which is a central idea of “Thirst”?

- (A) Natalia is president of her village’s water committee.
- (B) Access to clean drinking water can transform people’s lives.
- (C) There are many legends and folk tales about water.
- (D) People get sick from drinking dirty water.

2. Which detail supports the answer to question 1?

- (A) Having a well in her village made it possible for Natalia to go to school every day.
- (B) The average American uses 176 gallons of water a day.
- (C) In 2014, a chemical spill in West Virginia turned the water yellow.
- (D) Digging a well is expensive and complicated.

3. On page 6, the author most likely included the detail about “mindlessly brushing your teeth” to

- (A) demonstrate how accessible clean water is in the United States.
- (B) explain how much water we waste in the United States.
- (C) show that water plays an important part in our daily lives.
- (D) Both A and C

4. Which most helps you understand how difficult it is for some people to get clean water?

- (A) the photo of Natalia in school on page 9
- (B) the map of Mozambique on page 6
- (C) the photo of the children on page 7
- (D) the caption titled “Meet Tyler Riewer from *charity: water*” on page 8

5. What is the main purpose of the section “No Other Choice”?

- (A) to explain why Natalia and the other people in her village did not have access to clean water
- (B) to explain how a lack of access to clean water impacted the lives of Natalia and the other people in her village
- (C) to explain how heavy a jerry can is
- (D) to explain what it is like to go to school in Mozambique

6. Which detail should definitely be included in a summary of “Thirst”?

- (A) Tyler Riewer writes about the people he meets at *charity: water*’s project sites.
- (B) *Charity: water* has funded more than 200 water projects in Mozambique.
- (C) Natalia used to spend a large part of her day fetching water.
- (D) Pipes can be used to carry clean water from mountains to communities in need.

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. Lewis uses a “compare and contrast” structure in the section “A Luxury.” What is she comparing? What does the comparison add to the article?

8. Lewis writes, “Natalia will never need to be reminded that water is a gift.” What does she mean? Support your answer with text evidence.

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Vocabulary:

"Thirst"

1. **aquifer (AHK-wuh-fer)** *noun*; An aquifer is a layer of rock, sand, or gravel under the ground that holds water like sponge. Many communities get their drinking water from aquifers because aquifers not only absorb water, but also help purify it.
2. **arduous (AHR-joo-uhs)** *adjective*; An arduous activity is one that is difficult and takes a lot of work and time. Making 500 cookies for a bake sale would be an arduous task. Climbing 15 flights of stairs would be arduous too.
3. **developing country (dih-VEL-up-ping KUHN-tree)** *noun*; A developing country is one in which most citizens are poor and where there is little industrial development. Poor sanitation, hunger, and a lack of education are among the challenges people in developing countries often face.
4. **hygiene (HIY-jeen)** *noun*; Hygiene is what you do to keep yourself and your surroundings clean and healthy. Washing your hands after going to the bathroom, brushing your teeth, and washing your clothes regularly are examples of good hygiene.
5. **sanitation (san-ih-TEY-shuhn)** *noun*; To sanitize (SAN-ih-tahyz) something is to make it sanitary (SAN-ih-tehr-ee), meaning free from dirt and germs. (Perhaps you've used a hand sanitizer: a lotion you rub on your hands to kill bacteria.) Sanitation is the practice of keeping places sanitary—in other words, clean. Cities and towns usually have a department of sanitation that is in charge of things like collecting the garbage and cleaning the streets.
6. **sediment (SED-uh-muhnt)** *noun*; Sediment is a buildup of sand, dirt, or other matter that settles at the bottom of a body of water or a container of liquid. Dirt at the bottom of a lake is sediment. The bits of orange that you find at the bottom of your glass of OJ are sediment too.
7. **spectacle (SPEK-tuh-kuhl)** *noun*; A spectacle is an incredible sight or display—something that catches your attention either because it is very impressive or because it is unusual or shocking. A massive fireworks display is an example of a spectacle. A house painted in rainbow stripes would also be considered a spectacle. If Robbie is at a fancy restaurant and starts laughing so hysterically that everyone in the restaurant looks at him, you could say that Robbie is making a spectacle of himself.

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

"Thirst"

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

1. Crystal's company is working to bring low-cost energy to **developing countries/aquifers**.
2. When Chris went to Kenya, he saw a lion catch a zebra in the wild. It was a **sanitation/spectacle** he would never forget.
3. Washing your hands before you eat and flossing once a day are examples of good **sanitation/hygiene**.
4. The muddy **sediment/aquifer** at the bottom of the pond squished between Taylor's toes.
5. Texas gets about 60 percent of its water from **sediment/aquifers**.

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

6. Which is an example of an arduous activity?

- Ⓐ painting your entire house
- Ⓑ eating a bowl of chocolate ice cream

7. Which might make it more difficult than usual to practice good hygiene?

- Ⓐ going on a long camping trip where there is no running water
- Ⓑ staying in a fancy hotel for a week

8. Which would you be more likely to find in a developing country?

- Ⓐ shiny new skyscrapers
- Ⓑ small farms

9. Who could be described as a sanitation worker?

- Ⓐ Kevin, who repairs streets in the city of Portland, Oregon
- Ⓑ Valerie, who collects garbage for the city of Portland, Maine

10. Which would more likely be described as a spectacle?

- Ⓐ a man walking around with a parrot on his head
- Ⓑ a man walking a Labrador retriever in the park

Name: _____ Date: _____

Close-Reading Questions

"Thirst"

1. Where in the section “A Luxury” does author Kristin Lewis speak directly to the reader? Why might she have decided to do this? (author’s craft)
2. Lewis compares the weight of the jerry can that Natalia had to carry to that of three backpacks stuffed with books. Why do you think Lewis chose to include this detail? (author’s craft)
3. According to the article, why did Natalia’s village need a well? (problem and solution, reading for information)

Name: _____ Date: _____

Critical-Thinking Questions

"Thirst"

1. Do you think we have a responsibility to help solve the problem of water access in other parts of the world? What could you say to someone who doesn't think so?
2. How do you think the way this article affects the reader would be different if it were a summary of the world's water situation in general rather than the story of one girl's experience?
3. On page 9, Lewis writes that people have always told stories about water. Why do you think this is the case?
4. Has reading this article changed the way you think about water and its role in your own life? Explain.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Natalia Contest

How can something as simple as a well transform a person's life? Answer this question in a short essay. Support your ideas with text evidence. Five winners will get a copy of *A Girl Named Disaster* by Nancy Farmer. *Scope* will also make a donation to *charity: water* in the winner's name.

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 form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Natalia Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2016!

Name: _____ Date: _____

Making Inferences

What does it mean to make an inference? It means that you use clues from the text to figure out something the author doesn't tell you directly.

Directions: Read the following lines from *Conquer the Sky*. Think about the questions in small type on the sides. Then make an inference to answer the question below the lines. We did the first one for you.

1. Consider this line from Scene 1:

Is this a fair way to make decisions? **N1: Orville and Wilbur flip a coin to see who will pilot the plane. They talk quietly and somberly shake hands.** What does the word *somberly* suggest?

What can you infer from this line about the character of the Wright brothers? Explain.

From the coin flip, I can infer that the brothers value fairness. The somber handshake indicates that they know attempting this flight is extremely dangerous and they take the risk seriously.

2. Consider these lines from Scene 3:

Bea: How was your trip?
Orville: The train was fine.
 Why might Wilbur be queasy? **Wilbur (*queasily*):** But that 40-mile boat ride never gets easier.
N2: Their shoes squish out seawater as they walk. What does this detail tell you about the boat ride?

What do these lines suggest about Wilbur and Orville's journey to Kitty Hawk? Explain.

3. Consider these lines from the end of Scene 4:

What does this action suggest about Bea's mood?

Bill: It's not an easy life. But as long as we stick together, we manage all right.

N2: Bea pokes at the food on her plate.

What does this mean to Bea?

What can you infer about how Bea is feeling?

4. What meaning does the Wright brothers' successful flight on December 17, 1903 have for Addie? Explain using lines from the play to support your answer.

5. Think about the last lines of the poem on page 21, "Darius Green and His Flying Machine."

If ever you knew a country dunce
Who didn't try that as often as once,
All I can say is, that's a sign
He never would do for a hero of mine.

What is the author suggesting about heroes?

Name: _____ Date: _____

Conquer the Sky

Directions: In this activity, you will explore the meaning of the title *Conquer the Sky*. Answer the questions below. We've filled in some information for you.

To **conquer** is to gain control of a problem or difficulty through a great effort.

1. What did the Wright brothers conquer?

- A. The puzzle of human-powered flight
- B. Society's doubts of human-powered flight and the Wright Brothers ability to achieve it
- C.

2. What problems or difficulties does Bea face?

- A.
- B.

3. How does Bea conquer those difficulties?

4. Think about how the word "sky" is used in the title. On one level, "the sky" refers to the place where the Wright brothers' plane flew. What else might "the sky" mean? What might it represent? *Hint: Think about the expressions "reach for the sky" and "the sky is the limit."*

Now, it's time to write the first draft of your response to the writing prompt on page 21:
In a short essay, explain how the title *Conquer the Sky* relates to both the Wright brothers and Bea. Support your ideas with evidence from the play.

Name: _____ Date: _____

Conquer the Sky

Directions: In this activity, you will explore the meaning of the title *Conquer the Sky*. Answer the questions below.

To **conquer** is to gain control of a problem or difficulty through a great effort.

1. What did the Wright brothers conquer?

- A.
- B.
- C.

2. What problems or difficulties does Bea face?

- A.
- B.

3. How does Bea conquer those difficulties?

4. Think about how the word “sky” is used in the title. On one level, “the sky” refers to the place where the Wright brothers’ plane flew. What else might “the sky” mean? What might it represent? *Hint: Think about the expressions “reach for the sky” and “the sky is the limit.”*

Now, it’s time to write the first draft of your response to the writing prompt on page 21:
In a short essay, explain how the title *Conquer the Sky* relates to both the Wright brothers and Bea. Support your ideas with evidence from the play.

Name: _____ Date: _____

Analyzing Poetry

Below is John Townsend Trowbridge's poem "Darius Green and His Flying Machine."* The notes on the sides define words that you might not know. (We left two of the definitions for you to write. Look the words up in a dictionary.) After you read the poem a few times, complete the activity on the next two pages.

Darius Green and His Flying Machine

In 1867, when this poem was first published, *Yankee* was a nickname for people in the northern U.S. It still means that today, but it can also mean simply "an American."

The *tail* of a coat is the long section that hangs down at the back.

A *post* is a pole that is fixed in an upright position and used to support something, such as a sign.

Lad is another word for _____.

A *stake* is a wooden or metal post that is stuck in the ground as part of a fence, to mark the edge of someone's property, or for some other reason.

A *rail* is a bar that goes from one post (or stake) to another to create some kind of barrier.

This is not a nice thing to call someone! If you call someone a *dunce*, what do you mean?

1 If ever there lived a Yankee lad,
Wise or otherwise, good or bad,
Who, seeing the birds fly, didn't jump
With flapping arms from stake or stump,
5 Or, spreading the tail
Of his coat for a sail,
Take a soaring leap from post or rail,
And wonder why
9 He couldn't fly,
And flap and flutter and wish and try—
If ever you knew a country dunce
Who didn't try that as often as once,
13 All I can say is, that's a sign
He never would do for a hero of mine.

—John Townsend Trowbridge

Go to
Scope Online
to hear this
poem read
aloud.

*This is actually the beginning of a longer poem about a 14-year-old boy named Darius Green who builds a pair of giant wings and tests them out by jumping off a ledge in his family's barn. Alas, his effort to fly is not successful—but don't worry, he's OK.

Directions: Follow the prompts to mark the poem and answer the questions below. Note: To make things simple, we refer to the speaker of this poem as "he," but the speaker could be a male or a female.

1. This whole poem is a long conditional statement—which just means that the speaker is saying that *if* a particular thing happens or is true, *then* another thing will happen or be true.

Here are two examples of conditional statements:

If it rains, the picnic will be postponed.

If Aaron is serious about learning to skydive, he's even more daring than I thought.

- A. Circle the word "if" at the beginning of the poem.
- B. Draw a bracket around the lines where the speaker lays out the condition—where he states something that means, "if this happens."
- C. Draw a second bracket around the lines where the speaker states the consequence—where he states something that means, "then this is true."

2. In the first two lines of the poem, the speaker begins a thought. Which of the following best summarizes this beginning of that thought?

- Ⓐ If boys are wise or unwise . . .
- Ⓑ If a boy is wise he will . . .
- Ⓒ If there was ever a boy who . . .
- Ⓓ Once there live a boy who . . .

3. Consider line 2: "Wise or otherwise, good or bad."

Why do you think the poet chose to use the word *otherwise* instead of another word, like *foolish* or *unwise*? (Hint: Think about the way the line *sounds* and the way this wording affects the tone.)

4. Every word in a poem is important. But there's an *extra* important word in line 3—a word that, if you were to take it out, would change the meaning of the whole poem.

A. Circle that word. (Hint: Look at line 12.)

B. Briefly explain why you chose the word you circled.

5. In lines 3-9, the speaker imagines a boy looking at birds and then not doing what?

- Ⓐ chasing the birds off of fences and tree stumps
- Ⓑ flapping his arms like a bird and leaping off something in an attempt to fly
- Ⓒ watching birds from a sailboat
- Ⓓ accepting that people can't fly like birds

6. In line 12, the poet writes, "Who didn't try that as often as once."

A. What's another way the poet could have said "as often as once"?

B. Why do you think the poet phrased this line the way he did?

Name: _____ Date: _____

Vocabulary:

Conquer the Sky

1. apprentice (uh-PREN-tihs) *noun or verb*; An apprentice learns a job or skill by working for someone who is a professional in that field. An apprentice doesn't usually get paid very much but does get excellent training that prepares him or her for a career.

Apprentice can also be used as a verb meaning "to serve as an apprentice." You might say that Elizabeth is apprenticing with a plumber or that Philip has decided to apprentice at a law firm.

2. blustery (BLUHS-ter-ee) *adjective*; *Blustery* is usually used to refer to wind and it means "having strong, loud bursts." It's often used to describe the weather, as in "It was a cold and blustery day."

3. delusions of grandeur (dih-L00-zuhns uhv GRAN-jeer) *phrase*; A delusion is a belief that is not true. Grandeur means greatness or magnificence. If you say that someone has delusions of grandeur, you mean that they think they are more powerful or important than they really are.

4. propel (pruh-PEHL) *verb*; To propel something is to push it or cause it to move forward or onward. Kicking propels a swimmer through the water. A hit song can propel a singer to stardom.

5. reverberate (rih-VUR-buh-reyt) *verb*; To reverberate is to ring or echo with sound. If you shout in a big empty room, the sound of your voice will reverberate.

6. rickety (RIK-ih-tee) *adjective*; An object that is weak, shaky, and likely to fall apart can be described as *rickety*. It's best to avoid sitting on rickety chairs!

7. somberly (SAHM-ber-lee) *adverb*; The adjective *somber* can mean "very serious and sad" or "dark and dull in color." So if you do something somberly, you do it in a serious, gloomy way. If you dress somberly, you dress in dark and gloomy colors.

8. truss (TRUHS) *noun or verb*; A truss is a structure of beams or rods that supports something like a bridge or a roof. Picture a big bridge. All those bars that crisscross and look really complicated? Those are trusses.

As a verb, *truss* can mean "to support or strengthen with a truss (that is, a structure of beams)" or "to tie up tightly in a way that prevents movement."

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

Conquer the Sky

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

1. Which is more likely to **reverberate**?

- Ⓐ a loud clap of thunder
- Ⓑ the sound of a kid swallowing a bite of his peanut butter sandwich

2. Who could be described as having **delusions of grandeur**?

- Ⓐ Paul, who thinks he is definitely going to be elected mayor because everyone admires him so much, when in fact, almost no one is planning to vote for Paul
- Ⓑ Erica, who is by far the fastest runner on the track team and has developed a big ego about how good she is

3. Which day could be described as **blustery**?

- Ⓐ Saturday, when a gentle breeze cooled Andrew and Edward as they ran in the park
- Ⓑ Sunday, when Anne and Ella tried to have lunch outside but strong gusts of wind kept knocking over their cups, blowing their napkins away, and messing up their picnic blanket

4. Which would be more likely to cause Nelson (who is a big baseball fan) to behave **somberly**?

- Ⓐ watching his favorite baseball team lose a big game
- Ⓑ watching his favorite baseball team win a big game

Directions: Fill in the circle to show whether you think each statement is true or false. Briefly explain your choice.

5. It is dangerous to climb a **rickety** ladder.

- Ⓐ true
- Ⓑ false

Reason: _____

6. When building a house, builders should **truss** the roof.

- Ⓐ true
- Ⓑ false

Reason: _____

7. A shipbuilder's **apprentice** has many years of experience.

- Ⓐ true
- Ⓑ false

Reason: _____

8. It would be easy to **propel** a 700-pound rock across a field with your bare hands.

- Ⓐ true
- Ⓑ false

Reason: _____

7. In line 13, the speaker says, "All I can say is, that's a sign." What does "that's" refer to?

- Ⓐ a boy being a dunce
- Ⓑ the reader knowing a boy from the country
- Ⓒ a boy having once flapped his arms like a bird, wishing he could fly
- Ⓓ a boy never having tried to fly and never wondering why humans can't fly

8. In one sentence, summarize what the speaker says in this poem.

9. Why do you think the speaker says that a boy who never looked at birds and tried to fly could never be his hero? Based on this statement, what qualities do you think the speaker admires in a person?

10. John Townsend Trowbridge wrote this poem more than 35 years *before* the Wright brothers made their first successful flight at Kitty Hawk. Can you draw any conclusions from this poem about whether Trowbridge believed human flight would ever be possible?

Name: _____ Date: _____

Close-Reading Questions

Conquer the Sky

1. In Scene 1, what do we learn about the public’s opinion of the Wright brothers and their mission? (interpreting text)
2. In Scene 2, how does Bea feel about her mother’s comment “We Tates have no delusions of grandeur”? How do you know? (character, inference)
3. In Scene 4, what feelings do Bea’s parents express about change? Explain. (character, interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

Conquer the Sky and “Darius Green and His Flying Machine”

1. What qualities does the speaker of the poem admire? How does having these qualities help Wilbur and Orville succeed?
2. The Wright brothers are creative, courageous, and resilient. How can these traits also help Bea be successful as a hatmaker?
3. Both Addie and Wilbur talk about being ordinary. In Scene 2, Addie says, “We Tates have no delusions of grandeur.” In Scene 5, Wilbur calls himself and Orville “nobodies.” How are Addie’s and Wilbur’s ideas about being ordinary different?

Name: _____ Date: _____

Conquer the Sky Quiz

Directions: Read *Conquer the Sky*. Then answer the questions below.

- In Scene 2, Tommy reads from the newspaper in a “snooty accent.” Why?**
 - to show Bea what a great actor he is
 - to be funny and gently mock the article’s tone
 - to show Bea how much he likes hats
 - to embarrass Bea
- At the end of Scene 4, after Bill says, “But as long as we stick together, we manage all right,” Bea pokes at her food. You can infer that she**
 - is too excited about the possibility of human flight to eat.
 - dislikes fish and potatoes.
 - has lost her appetite because she feels anxious about the Wright brothers’ safety.
 - has lost her appetite because she feels guilty and nervous about the possibility of leaving home.
- Tommy tells Bea’s mother about the apprenticeship in Plymouth. What can you infer is Tommy’s reason for doing this?**
 - He has no other friends and wants Addie to insist that Bea stay in Kitty Hawk.
 - He is untrustworthy and never keeps secrets.
 - He envies Bea and wants her to fail.
 - He cares about Bea and wants her to succeed.
- In Scene 7, the line “It’s like a bucking horse!” contains**
 - a simile that describes the Flyer’s dangerous rocking motion.
 - personification of the Flyer.
 - a metaphor that shows that horses are fast.
 - foreshadowing: Orville will fall and get hurt.
- What valuable lesson does Bea learn from the Wright brothers?**
 - You can often depend on others for food.
 - A dream that seems impossible might actually be within reach.
 - New experiences are most valuable when they’re incredibly dangerous.
 - Working with family members can be difficult.
- Which line from the play expresses the same idea as the answer to question 5?**
 - Orville: “And we’re closer than ever to solving it.” (Scene 4)
 - Bea: “What about the people who say you’re chasing a fantasy?” (Scene 5)
 - Addie: “Bea, darling, it’s clear to me now: There are no limits to what people can do. There are no limits to what *you* can do.” (Scene 7)
 - Bea: “Oh, I’m nothing special.” (Scene 6)

Constructed-Response Questions

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

- Does Addie’s attitude toward Bea’s talent and future change over the course of the play? Why or why not? Support your answer with text evidence.
- Consider the poem “Darius Green and His Flying Machine” on page 21. Would the speaker admire the Wright brothers? How can you tell?

Name: _____ Date: _____

Conquer the Sky Quiz

Directions: Read *Conquer the Sky*. Then answer the questions below.

1. In Scene 1, the word *blustery* means

- (A) very hot and humid.
- (B) very windy.
- (C) extremely cold and rainy.
- (D) very exciting and memorable.

2. Which phrase in Scene 1 can help readers understand the meaning of *blustery*?

- (A) “in a small crowd”
- (B) “the roar of a motor”
- (C) “across the sand”
- (D) “a cold wind blows”

3. Tommy tells Bea’s mother about the apprenticeship in Plymouth. You can tell that Tommy does this because he

- (A) is jealous of Bea and wants her to get in trouble with her parents.
- (B) would be lonely if Bea went to Plymouth and hopes that Addie will force her to stay in Kitty Hawk.
- (C) is a bad friend who can’t be trusted with a secret.
- (D) cares about Bea and wants her to follow her dreams.

4. Which best supports the answer to question 3?

- (A) Tommy: “I don’t get it. You love making hats, and you’re good at it. This is a real opportunity.” (Scene 3)
- (B) Tommy: “Have you told your parents about Plymouth?” (Scene 3)
- (C) Tommy: “Pardon me, but I believe we will witness history today.” (Scene 1)
- (D) Bea (*sighing*): “Tommy. He told you?” (Scene 6)

5. At the end of Scene 6, Bea asks what the Wrights will do now that their plane is broken. Wilbur answers, “Put it back together.” What can you infer about Wilbur from this answer?

- (A) He had expected the Flyer to break.
- (B) He isn’t easily discouraged.
- (C) He doesn’t know very much about machines.
- (D) He wants Bea and Addie to feel sorry for him so that they’ll bring more food.

6. In Scene 7, Local 1 says that the Flyer is “like a bucking horse!” This simile shows that the Flyer

- (A) appears proper and safe.
- (B) is moving in a natural way.
- (C) appears dangerous, like Orville might fall off.
- (D) looks like a lot of fun for Orville to fly.

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. Consider the poem “Darius Green and His Flying Machine” on page 21. Would the speaker admire the Wright brothers? How can you tell?

8. How does this play support the idea that it’s important to hold onto your dream even when others doubt you? Use text evidence to support your answer.

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 *Conquer the Sky*.

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

Section 1: Characters

1. For the characters of Bea, Addie, 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. BEA is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. How does Addie's attitude about progress and change evolve during the course of the play? Support your answer with details from the text.

Section 2: Setting

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

- B. What does the reader learn from the play (including photos and captions) about what life was like in that time and place?

- C. Is the setting important to the story? Why or why not?

Section 3: Figurative Language

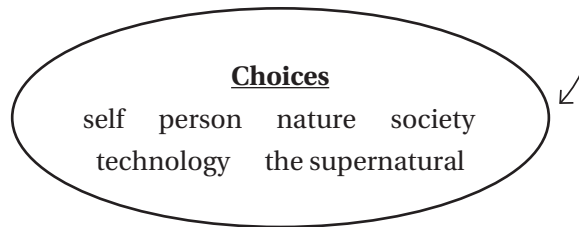
4. A **simile** compares two unlike things using "like" or "as." Find a simile used in the play. What two things does it compare? What does the simile add to the scene?

Section 4: Conflict

5. A. What is the main **conflict** the **protagonist** faces? Explain it briefly.

B. Is this conflict **internal** or **external**? _____

C. Another way to describe this **conflict** is: person vs. _____.



6. How is the main conflict resolved?

Section 5: Theme

7. A **theme** of this play is that anything is possible if you put your mind to it. Explain how this theme develops over the course of the play, using details from the text to support your answer.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Conquer the Sky Contest

In a short essay, explain how the title *Conquer the Sky* relates to both the Wright brothers and Bea. Support your ideas with evidence from the play.

Five winners will each get *The Wright Brothers: How They Invented the Airplane* by Russell Freedman.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Conquer the Sky Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2016!

Name: _____ Date: _____

Video Discussion Questions

Time Machine: 1900-1910

PART 1**Directions:** After watching the video—but before reading the play—answer the following questions.

1. According to the video, the years from 1900 to 1910 were known as “the age of optimism.” What does *optimism* mean? (Use context clues to help you figure it out, then check a dictionary.) What evidence is given to support the claim that people were generally optimistic during this time?
2. The narrator says that the amazing growth of the economy during the early 1900s came at a “human cost” (2:18). What does she mean?
3. What is the mood of the section about factory workers, disease, and women (2:18-2:58)? How does the mood of this section compare with the mood of the rest of the video?

Directions: Answer the following questions after watching the video and reading the play.

4. In Scene 7, Addie says, “There are no limits to what people can do.” How does the video support this idea?
5. The narrator says the early 1900s were all about a “can-do spirit” (3:11). How do the Wright brothers demonstrate a “can-do spirit” in the play?
6. Do you think the fact that Bea was a girl (as opposed to a boy) played a part in her hesitation to leave home? Use text evidence from the video to support your ideas.

Name: _____ Date: _____

Summarizing

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

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

Directions: Answer the questions below to help you write an objective summary of "Crisis at Chipotle."

1. What is the article mainly about?

2. What was the impact of the problem?

3. How was the problem handled?

4. What further action, if any, should have been taken?

5. What happened afterward?

6. What lessons can be learned from this story?

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

Summary of “Crisis at Chipotle”

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 "Crisis at Chipotle."

<p>2. How did customers respond to this outbreak?</p>	<p>In 2015, hundreds of people got sick _____</p> <p>_____. Chipotle had</p> <p>a reputation as a healthy place to eat, but during and after the outbreaks, _____</p> <p>_____.</p> <p>Company leaders immediately took action by _____</p> <p>_____.</p> <p>_____. They made a mistake, however. They _____</p> <p>_____.</p> <p>Even though the outbreaks have ended, many customers _____</p> <p>_____.</p> <p>_____. The situation demonstrated that the way a company handles a crisis _____</p> <p>_____.</p> <p>_____.</p>	<p>1. What made people sick? Where had they eaten?</p> <p>3. What did Chipotle do to solve the problem?</p> <p>5. How does the public feel about Chipotle now?</p>
<p>4. What should Chipotle have communicated to its customers?</p> <p>6. Did Chipotle respond to the crisis in a way that hurt or helped the company?</p>		

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 "Crisis at Chipotle" and "How to Handle a Crisis."

"Crisis at Chipotle"

1. Reread the section "Negative Attention." Which quote below BEST expresses the central idea of this section?

- Ⓐ "Every time, United said no."
- Ⓑ "Sometimes, government regulators and even criminal investigators get involved."
- Ⓒ "But no matter what the problem, the way a company handles the situation is critical."
- Ⓓ "In 2008, musician Dave Carroll was horrified to learn that his \$3,500 guitar had been tossed around carelessly by baggage handlers."

2. Read the central idea of the section "Shattered Image" stated in the box. Then read the lines from the article listed below. Which detail does NOT support the central idea?

Central Idea:

The food-poisoning crisis damaged Chipotle's reputation as a healthy place to eat.

- Ⓐ "Over the past decade, Chipotle has risen from a small chain in the Southwest to a national fast-food powerhouse, with 1,900 restaurants across the U.S."
- Ⓑ "But what really sets Chipotle apart is the fact that its food is made fresh in front of customers."
- Ⓒ "As a result, many customers saw Chipotle as a healthy alternative to greasy burgers and fries."
- Ⓓ "The food-poisoning scandals shattered that image."

I chose _____ because _____

3. Read the details from the section “Outraged Diners” listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: “In the early days of Chipotle’s crisis, company leaders seemed invisible.”

Detail 2: “What it didn’t do was share this information with the public—at least not at first.”

Detail 3: “To some, it felt like the company wasn’t taking the situation seriously, or maybe, that its leaders didn’t care.”

“How to Handle a Crisis”

4. Consider the central idea of the article “How to Handle a Crisis” stated in the box below. We filled in one supporting detail for you. Write two more below.

Central Idea: Johnson & Johnson’s response to the Tylenol tragedy is a model for how companies should handle a crisis.

Supporting detail 1:

Johnson & Johnson acted immediately by yanking Tylenol from store shelves and launching a national campaign to warn the public.

Supporting detail 2:

Supporting detail 3:

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 "Crisis at Chipotle" and "How to Handle a Crisis."

1. Look at the image and read the title on page 10. Describe the image and explain what it represents.

2. Look at the images of norovirus, salmonella bacteria, and *E. coli* at the bottom of pages 11, 12, and 13, respectively. Why might the editors have included these images?

3. Describe what is covered in the "Lessons in Crisis Management" sidebar on page 13. Why do you think the author included this sidebar in the article?

4. Examine the image of the young man in front of store shelves on page 14. What can you infer that the young man is doing?

Name: _____ Date: _____

How to Handle a Crisis

Directions: Fill in the chart below to synthesize information from "Crisis at Chipotle" and "How to Handle a Crisis." We've filled in the first row for you. You can use your answers to help you respond to the writing prompt on page 14.

Successful crisis management strategy	How a company used this strategy (You can provide more than one example.)	Source (Check each that apply)
Act quickly.	Odwalla pulled all products containing apple juice from store shelves immediately after it learned the juice was making people sick.	<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input checked="" type="checkbox"/> "Lessons in Crisis Management"(sidebar)
		<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)
		<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)
		<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)
		<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)

Name: _____ Date: _____

How to Handle a Crisis

Directions: Fill in the chart below to synthesize information from "Crisis at Chipotle" and "How to Handle a Crisis." We've filled in some boxes for you. You can use your answers to help you respond to the writing prompt on page 14.

Successful crisis management strategy	How a company used this strategy (You can provide more than one example.)	Source (Check each that apply)
Act quickly.	Odwalla pulled all products containing apple juice from store shelves immediately after it learned the juice was making people sick.	<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input checked="" type="checkbox"/> "Lessons in Crisis Management"(sidebar)
	After the poisonings, Johnson & Johnson's chairman, James Burke, allowed reporters into his office to document in real time what the company was doing to fix the problem.	<input type="checkbox"/> "Crisis at Chipotle" <input checked="" type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)
Company leaders should be visible.		<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)
Apologize and take responsibility.		<input type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)
	Chipotle inspected its food suppliers, hired a food-safety expert to propose new safety standards for its business, and spent a day training all of its employees.	<input checked="" type="checkbox"/> "Crisis at Chipotle" <input type="checkbox"/> "How to Handle a Crisis" <input type="checkbox"/> "Lessons in Crisis Management"(sidebar)

Name: _____ Date: _____

Themed Vocabulary: Business Words

1. CEO *noun*; CEO stands for "chief executive officer." The CEO of a company is the person with the highest rank and the most authority—the big boss. Usually when a company faces a major decision, the CEO is the one who makes it.

2. compensate (KOM-pehn-sayt) *verb*; To compensate is to make up for or adjust for, by giving money or in some other way. If Alicia gets hit by a car while riding her bike and it's the driver's fault, Alicia may be compensated not only for the cost of her medical expenses, but also for her suffering. That means the driver will give her money to cover her medical bills as well as money that is meant to make up for the pain and difficulties she experienced as a result of her injuries.

Compensate can also mean "pay," as in, "Mrs. Clarkson assured Jeremy that he would be compensated for the extra hours he worked on Saturday."

3. crisis (KRY-sihs) *noun*; A crisis is an unstable and extremely difficult or dangerous situation in which things could turn out very badly. When there is a crisis, action needs to be taken quickly. For a business, a crisis can be the result of something beyond the business's control, like a natural disaster, or it can be the result of mistakes that the business makes.

4. crisis manager (KRY-sihs MAN-ih-jer) *noun*; A company facing a crisis often hires people called crisis managers to help deal with the crisis. Crisis managers may help the company figure out what led to the crisis in the first place as well as how to improve the current situation. In addition, crisis managers help protect or repair the company's reputation by giving advice about how the company should communicate with the public.

5. investor (in-VES-tor) *noun*; The verb *invest* means to put money or time into something with the hope that later, you will get something back that is more valuable than what you put in. The word *investor* describes anyone who invests.

In the business world, *investor* often refers to someone who invests by buying stock from a company with the hope that when he or she sells the stock, it will be worth more than what the person bought it for. For more on stocks, see *stock price* on the following page.

6. marketing (MAHR-kih-ting) *noun*; Marketing is the process of making people aware of a product and convincing them to buy it. It includes doing research about what people want to buy, deciding how much a product should cost, figuring out what kind of advertising would work best, and other activities that help a company sell its products or services.

7. regulator (REG-yuh-lay-ter) *noun*; To regulate something is to put some sort of control on it. You can set a thermostat to regulate the temperature of your house. The government can pass laws to regulate how much businesses pay their employees.

A regulator is someone who regulates. Specifically, a regulator is a government official who works to regulate an activity that affects the public (for example, fishing, food production, or banking) by making sure that laws related to that activity are followed.

8. stock price (STAHK pryss) *noun*; To raise money, some companies sell shares—also called stock—to the public. Each share represents a small part of the company. So when you buy stock in a company, you become a partial owner of that company.

In general, when a company is doing well, a lot of people want to buy its stock, so the cost of the shares—the stock price—goes up. The reverse is also true: When a company is not doing well, few people want to buy its stock, and the company's stock price goes down.

9. transparent (tranz-PEHR-uhnt) *adjective*; You may know that *transparent* means "see-through." A window, for example, is transparent. This might help you remember another meaning of *transparent*, which is "honest and open." If a business or other organization is transparent, it isn't hiding anything—just as a window does not hide what's on the other side of it.

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:

Words Related to Business

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

1. You are the CEO of the Maggie's Best dog treat company. You've just received news that worms have been discovered in dozens of bags of Maggie's Best Peanut Butter Snackaroos.

Who should you turn to for help in dealing with this unfortunate situation?

- Ⓐ an investor Ⓒ a crisis manager
Ⓑ a regulator Ⓓ a compensation manager

2. A newspaper article accuses the Black Spot company of keeping financial information secret.

The article criticizes Black Spot for what?

- Ⓐ poorly compensating its employees
Ⓑ having too much transparency
Ⓒ having a lack of transparency
Ⓓ having a crisis

3. A company called Fast Rabbit ordered 25 pizzas from Pie in the Sky for a special office lunch. The pizzas arrived two hours late. Pie in the Sky did not explain why this happened, but it did give Fast Rabbit the pizzas for free.

Which best describes what happened?

- Ⓐ Pie in the Sky regulated pizzas for Fast Rabbit.
Ⓑ Pie in the Sky was transparent in its dealings with Fast Rabbit.
Ⓒ Fast Rabbit compensated Pie in the Sky.
Ⓓ Pie in the Sky compensated Fast Rabbit.

4. A new restaurant chain called Yellow Plate Special is doing extremely well. It is opening new restaurants all over the country and it is making boatloads of money.

What is most likely happening to the company's stock price?

- Ⓐ It is going up. Ⓑ It is going down.

Directions: Match each person with the title that best describes him or her.

TITLES

- A. regulator C. CEO
B. investor D. marketer

PEOPLE

5. Greta: owns stock in Maggie's Best company

TITLE: _____

6. Alex: works for the government to make sure that airports follow safety laws

TITLE: _____

7. Kyle: in charge of the group at Ludilo Toys that figures out the best ways to sell its products

TITLE: _____

8. Nicole: the head of Porch Swing Entertainment (has a huge office with a great view)

TITLE: _____

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

9. **transparent**

- Ⓐ legal Ⓑ confusing Ⓒ clear

10. **crisis**

- Ⓐ disaster Ⓑ beginning Ⓒ announcement

11. **compensate**

- Ⓐ cheat Ⓑ pay Ⓒ reduce

12. **regulate**

- Ⓐ control Ⓑ punish Ⓒ reward

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Crisis at Chipotle” and “How to Handle a Crisis.” Then answer the questions below.

- Which of the following lines from page 11 BEST expresses a central idea of “Crisis at Chipotle”?
 (A) “It was food.”
 (B) “But no matter what the problem is, the way a company handles a crisis is critical.”
 (C) “Over the years, plenty of businesses have faced crises—some even more dire than Chipotle’s.”
 (D) “Its reputation was built on quality.”
- Kristin Lewis supports the idea that the media can play a role in the development of a crisis by
 (A) describing how a video went viral and brought negative attention to United Airlines.
 (B) stating how many Chipotle customers were sickened by food poisoning.
 (C) describing the negative comments customers posted about Chipotle on social media.
 (D) both A and C
- Lewis describes the food poisoning outbreaks at Chipotle as a “sickening saga” on page 11. The word *saga* suggests that
 (A) the outbreaks happened over a long period of time and the situation was complicated.
 (B) millions of people were sickened by Chipotle.
 (C) the food poisoning outbreaks will never end.
 (D) the food poisoning outbreaks ruined Chipotle.
- Why did some customers feel like Chipotle did not care about the food poisoning outbreaks?
 (A) Customers wanted the company to do more to prevent future outbreaks.
 (B) Chipotle already had a bad reputation.
 (C) The company was not communicating enough.
 (D) The company wasn’t spending enough money.
- The main purpose of the section “Outraged Diners” is to
 (A) explain why Chipotle should have told the public what it was doing to solve the problem.
 (B) show how little Chipotle was doing to solve the food poisoning problem.
 (C) discuss the impact of the food poisoning outbreaks on Chipotle’s business.
 (D) outline the reasons people dislike Chipotle’s food.
- Which of the following statements is supported by information in BOTH “Crisis at Chipotle” and “How to Handle a Crisis”?
 (A) Food poisoning is a serious problem.
 (B) The way a company handles a crisis affects the company’s reputation.
 (C) Johnson & Johnson was able to repair its reputation after the Tylenol poisonings.
 (D) Many businesses face crises.

Constructed-Response Questions

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

- How does the information in the sidebar “Lessons in Crisis Management” (p. 13) help the reader better understand “Crisis at Chipotle”? Why do you think the author chose to include it?
- A sporting goods business is selling a bat that is splintering into sharp, dangerous shards. What should the company do? Support your ideas with information from both texts.

Name: _____ Date: _____

Paired-Texts Quiz

Directions: Read “Crisis at Chipotle” and “How to Handle a Crisis.” Then answer the questions below.

- Which of the following statements expresses a central idea of “Crisis at Chipotle”?
 - Norovirus is highly contagious.
 - The way a company handles a crisis is important for its future success.
 - United Airlines does not handle crises well.
 - There are 1,900 Chipotle restaurants.
- Which of the following details supports the idea that the media can affect the development of a crisis?
 - David Carroll’s YouTube video “United Breaks Guitars” was viewed millions of times.
 - A poll in January showed that 15 percent of Chipotle customers didn’t plan to eat at Chipotle anytime soon.
 - Customers posted negative comments about Chipotle on social media.
 - both A and C
- Kristin Lewis writes that Chipotle’s leaders “seemed invisible” (p. 12). She means that they
 - were not making public statements or appearances.
 - were very pale.
 - dressed in a way that made them blend in with their surroundings.
 - had shy personalities.
- Why did some customers feel like Chipotle did not care about the food poisoning outbreaks?
 - Customers wanted the company to do more to prevent future outbreaks.
 - Chipotle already had a bad reputation.
 - The company was not communicating enough.
 - The company wasn’t spending enough money.
- The main purpose of the section “Outraged Diners” is to
 - explain why Chipotle should have told the public what it was doing to solve the problem.
 - show how little Chipotle was doing to solve the food poisoning problem.
 - discuss the impact of the food poisoning outbreaks on Chipotle’s business.
 - outline the reasons people dislike Chipotle’s food.
- Which of the following statements is supported by information in BOTH “Crisis at Chipotle” and “How to Handle a Crisis”?
 - Food poisoning is a serious problem.
 - The way a company handles a crisis is important.
 - Johnson & Johnson was able to repair its reputation after the Tylenol poisonings.
 - Many businesses face crises.

Constructed-Response Questions

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

- How does the information in the sidebar “Lessons in Crisis Management” (p. 13) help the reader better understand “Crisis at Chipotle”?
- Compare Chipotle’s response to the food poisoning outbreaks with Johnson & Johnson’s response to the Tylenol poisonings. Support your answer with text evidence.

Name: _____ Date: _____

Close-Reading Questions

"Crisis at Chipotle"

1. According to the article, how did the food poisoning outbreaks damage Chipotle's reputation? (key idea)
2. What is the main purpose of the story about United Airlines and Dave Carroll's guitar? What point is the author trying to make by including it? (text structure)
3. Kristin Lewis writes, "To some, it felt like the company wasn't taking the situation seriously, or worse, that its leaders didn't care." How does she develop this idea? (analyzing the development of an idea)
4. In "Outraged Diners," Lewis lists ways that Chipotle initially responded to the food poisoning outbreaks. According to information in the article, what else should the company have done at that time? (inference, key ideas)
5. Read the chart on page 13. List two key ideas of "Crisis at Chipotle" that this chart supports. (synthesis, key ideas)

Name: _____ Date: _____

Close-Reading Question

"How to Handle a Crisis"

1. Study the steps that Johnson & Johnson took after the Tylenol poisonings (p. 14). What does it mean to be transparent? How did Johnson & Johnson show transparency? (central idea)

Name: _____ **Date:** _____

Critical-Thinking Questions

"Crisis at Chipotle" and "How to Handle a Crisis"

1. On page 13, Tim Calkins says he thinks “Chipotle should get a lot of credit” for its response to the crisis. Do you agree? Support your opinion with information from the texts.
2. How was JetBlue’s response to its crisis similar to Johnson & Johnson’s? (synthesis)
3. In what ways can social media hurt a company in a crisis? In what ways can it help?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Crisis Contest

How should successful businesses respond in a crisis? How does this information relate to our own lives when facing a personal crisis? Answer both questions in a short essay. Use text evidence. Five winners will get *The Omnivore's Dilemma* by Michael Pollan.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Crisis Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2016!

Name: _____ Date: _____

What Is Special?

Directions: Fill in the chart below with information from the story "The Day It Rained Cats" and the essay "The Chance to Learn From My Dad." We've filled in some boxes for you. Use your answers to help you respond to the writing prompt on page 27.

What is special about learning from a parent or grandparent?	How this idea applies to the story (If the idea does not apply, write "N/A.")	How this idea applies to the essay (If the idea does not apply, write "N/A.")
You get to spend time together.	In the story, practicing levving is at first a chore for Sheera, but it eventually becomes a way for her and her grandmother to spend quality time with each other.	Damio writes about missing the opportunity to "sit close" to her father while he taught her guitar.
You get to know your parent/ grandparent better.		

Name: _____ Date: _____

What Is Special?

Directions: Fill in the chart below to synthesize information from the story "The Day It Rained Cats" and the essay "The Chance to Learn From My Dad." We've filled in some boxes for you. Use your answers to help you respond to the writing prompt on page 27.

What is special about learning from a parent or grandparent?	How this idea applies to the story (If the idea does not apply, write "N/A.")	How this idea applies to the essay (If the idea does not apply, write "N/A.")
You get to spend time together.	In the story, practicing levving is at first a chore for Sheera, but it eventually becomes a way for her and her grandmother to spend quality time with each other.	Damio writes about missing the opportunity to "sit close" to her father while he taught her guitar.
You get to know your parent/ grandparent better.		Damio feels she missed out on the opportunity to learn about her father's incredible life.
You could learn something extraordinary.		
You carry on a legacy.	By learning to lev—a skill that was a large part of Sheera's grandmother's life—Sheera is able to carry on a piece of her grandmother after her grandmother passes away.	

Name: _____ Date: _____

Close-Reading Questions

"The Chance to Learn From My Dad"

1. What is the tone of Christy Damio's essay? Explain. (tone)
2. Damio refers to her "missed opportunity." In your own words, explain what opportunity Damio believes she missed. (key ideas)

Name: _____ Date: _____

Critical-Thinking Questions

"The Day It Rained Cats" and "The Chance to Learn From My Dad"

1. How does Linda Sue Park establish Grandma's character? What makes Grandma memorable?
2. Is the ability to lev worth the sacrifices that Sheera makes? Why or why not?
3. Damio writes that if she could go back, she would have "taken Sheera's path." What does Damio mean?

Name: _____ Date: _____

Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better.
Use this activity to help you understand "The Day It Rained Cats."
See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Sheera, Grandma, 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. is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. Describe Sheera and Grandma's relationship. How does it change over the course of the story? Support your answer with details from the text.

Section 2: Genre and Setting

3. A fantasy is a story that includes elements that are not realistic but instead are magical or supernatural. Explain why "The Day It Rained Cats" is fantasy.

4. What elements of the story *are* realistic?

5. The time and place in which this story takes place are never mentioned, but you can infer the setting. Tell approximately when and where this story is set and which details in the text helped you figure it out.

Section 3: Figurative Language

6. A **metaphor** compares two unlike things to illuminate a particular quality or aspect of one of those things. Find a metaphor in the story. What two things does it compare? What does the metaphor add to the scene?

Section 4: Structure

7. The story begins with the day Sheera's grandma accidentally levs the neighbors' cats. When does this event happen in time compared with the next event described in the story? How do you know?

Section 5: Conflict

8. A. What is the main **conflict** the **protagonist** faces? Explain it briefly.

B. Is this conflict **internal** or **external**? _____

9. How is the main conflict resolved?

Section 6: Theme

10. One theme of this story is that greatness is achieved through hard work and sacrifice. Explain how this theme develops over the course of the story, using details from the text to support your answer.

SKILL: Vocabulary Acquisition, page 1 of 4

DIY Vocabulary

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

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

Article or Story:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

	page:
--	-------

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

Dictionary definition:

Example sentence:

Name: _____ Date: _____

“The Day It Rained Cats” Quiz

Directions: Read “The Day It Rained Cats” by Linda Sue Park. Then answer the questions below.

1. Which best describes the structure of the story?

- Ⓐ The entire story is chronological.
- Ⓑ The story starts with a flashback, then returns to the present.
- Ⓒ After the opening incident, the story goes back in time and then continues chronologically until it returns to where it started.
- Ⓓ After the opening incident, the story goes back in time and then continues chronologically to and then past the opening incident.

2. Which statement best describes the narrator?

- Ⓐ Sheera is 13, describing events that happened when she was 11.
- Ⓑ Sheera is 11, describing events that happened when she was 9.
- Ⓒ Sheera is 11, describing events as they happen.
- Ⓓ Sheera is an adult, describing events that happened when she was 11.

3. On page 25, Sheera’s mom says, “Slippery slope.” Context clues reveal that a slippery slope is

- Ⓐ an extremely difficult decision.
- Ⓑ a task that seems impossible to complete.
- Ⓒ a lie that gets out of control.
- Ⓓ a process that is hard to stop once it has begun and leads to things getting worse.

4. Which is a context clue for the meaning of “slippery slope”?

- Ⓐ “‘Tomorrow’s Saturday,’ I said. ‘I can do a double session.’” (p. 24)
- Ⓑ “Grandma took a sip of water, staring at me over the rim of the glass.” (p. 24)
- Ⓒ “‘Yeah,’ Kai agreed. ‘You think you’re just going to miss one day, but then—’” (p. 25)
- Ⓓ “Tears stung my eyes as I slammed the car door.” (p. 25)

5. Sheera must decide whether to skip a night of training to attend the IronWeaver event. What does this scene contribute to the story?

- Ⓐ It explains why Sheera regrets learning to lev.
- Ⓑ It shows Sheera struggling with the sacrifices necessary to become a levver.
- Ⓒ It foreshadows Sheera saving Liam.
- Ⓓ It introduces a conflict between Sheera and Kai.

6. How does saving Liam affect Sheera?

- Ⓐ It inspires her to work harder at her training.
- Ⓑ It shows her what she’s capable of and gives her a boost forward in her training.
- Ⓒ Thinking about what could have happened upsets her and sets her back in her training.
- Ⓓ The incident does not affect Sheera.

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. Would Sheera most likely describe her experience of learning to lev as positive, negative, or some combination of positive and negative? Support your answer with details from the text.

8. On page 27, Sheera says that her levving sessions with her grandma started to feel less like training and more like a partnership. Explain what you think Sheera means.

Name: _____ Date: _____

“The Day It Rained Cats” Quiz

Directions: Read “The Day It Rained Cats” by Linda Sue Park. Then answer the questions below.

1. The story begins with Grandma levving the neighbor’s cats. When in *time* did this happen?
 - Ⓐ a week before Sheera started learning to lev
 - Ⓑ two years after Sheera started learning to lev
 - Ⓒ almost a year before Sheera started learning to lev
 - Ⓓ almost a year after Sheera started learning to lev
2. Which statement best describes the narrator?
 - Ⓐ Sheera is 13, describing events that happened when she was 11.
 - Ⓑ Sheera is 11, describing events that happened when she was 9.
 - Ⓒ Sheera is 11, describing events as they happen.
 - Ⓓ Sheera is an adult, describing events that happened when she was 11.
3. What do Sheera’s parents and brother think might happen if Sheera skips her training to go to the IronWeaver book signing?
 - Ⓐ The next day, she will no longer be able to lev.
 - Ⓑ She will be too tired to train the next day.
 - Ⓒ She will be disappointed by how little time she gets to spend with Kestrel Lee.
 - Ⓓ She will be tempted to skip training again and again until she quits training altogether.
4. Which line from the text best supports the answer to question 3?
 - Ⓐ “‘Tomorrow’s Saturday,’ I said. ‘I can do a double session.’” (p. 24)
 - Ⓑ “Grandma took a sip of water, staring at me over the rim of the glass.” (p. 24)
 - Ⓒ “‘Yeah,’ Kai agreed. ‘You think you’re just going to miss one day, but then—’” (p. 25)
 - Ⓓ “Tears stung my eyes as I slammed the car door.” (p. 25)
5. What causes Grandma to lose her ability to lev?
 - Ⓐ She transfers her abilities to Sheera.
 - Ⓑ Losing the ability to lev is just something that can happen when people get older.
 - Ⓒ She is so focused on Sheera that she forgets to practice.
 - Ⓓ Losing the ability to lev is a side effect of pneumonia.
6. Sheera would most likely describe her training as
 - Ⓐ fun and exciting.
 - Ⓑ challenging and frustrating at times but worth it in the end.
 - Ⓒ challenging and horrible at all times and not worth it in the end.
 - Ⓓ boring but easy.

Constructed-Response Questions

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

7. Explain your answer to question 6. Use text evidence to support your conclusion.
8. On page 27, Sheera says about her grandma, “I guess you could say that while I was learning to lev, she was learning not to.” What does Sheera mean?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Levving Contest

According to the stories you just read, what can be special about learning a skill from a parent or grandparent? Answer this question in a short essay. Five winners will get a copy of *A Long Walk to Water* by Linda Sue Park.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Levving Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2016!

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should You Give Up Summer Vacation?" Complete the essay kit on page 29. Then follow the steps below to write an argument essay.

STEP 1: DECIDE WHAT YOU THINK

Should school be year-round? 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! Goodbye, summer.

☐ No! Hello, summer.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 29 support your opinion? What other information supports your opinion? List at least three supporting details here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think we should switch to year-round school, summarize the strongest arguments of those who disagree with you. Alternatively, if you think we should keep the traditional school calendar, summarize the main reasons some people want to switch to year-round school.

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 what it's like to return to school after summer vacation. Do you spend the first several weeks trying to remember what you learned the previous year? Or are you refreshed and ready to dive right into your studies?
- 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 summer vacation. One way you could structure your question is like this: "Will getting rid of a long summer vacation really _____?"

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 necessity of summer vacation.

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 we should switch to year-round school. 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 we switch to year-round school. (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: _____

Vocabulary:

"Should You Give Up Summer Vacation?"

1. **balk (bawlk)** *verb*; If you balk at something, you refuse to do it or you show that you do not want to do it. *Balk* can also mean "stop suddenly and refuse to start again." If your horse balks in the middle of your trip, you're stuck!
2. **clime (klahym)** *noun*; A clime is an area with a particular climate—that is, with specific weather conditions. People who live in cold, snowy climes need warm coats and mittens; people who live in hot, sunny climes need shorts and sandals.
3. **culture (KUHL-cher)** *noun*; *Culture* is the way of life of a particular group of people, including the group's beliefs, values, traditions, and language. Different countries have different cultures—but there are multiple cultures within countries too. Just think about all the different groups of people in the U.S.—people of different ages, religions, incomes, backgrounds, parts of the country, etc. Each of those groups has its own culture within the larger American culture.
4. **intersession (IN-ter-sesh-uhn)** *noun*; The prefix *inter* means "between." *Intersession* refers to the period of time "between sessions"—specifically, the time between academic terms, sessions, or semesters.
5. **lag (lag)** *verb or noun*; To lag is to stay or fall behind. You will lag behind your teammates on the track team if you are not as fast as they are. *Lag* can also mean "to decrease gradually," as in, "Interest in the new series about the talking kitten lagged as time went on."

As a noun, *lag* means "a slowing." If a group of friends was chatting away and then the conversation fizzled out, you say that there was a lag in the conversation.
6. **logistics (loh-JIS-tiks)** *noun*; When someone talks about the logistics of an event, they are talking about the details of how everything will get done. For example, say you have a bunch of relatives coming to town for your grandparents' anniversary. Some are arriving at the airport and some are arriving at the train station. Your parents need to figure out the logistics of picking everyone up—the details of who will pick up whom, as well as where, when, and how they will do it.
7. **mitigate (MIT-ih-gayt)** *verb*; If you mitigate something, you make it less severe, harmful, or painful. You might, for example, take medicine to mitigate the symptoms of a cold, or wear earplugs at a concert to mitigate damage to your hearing.

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

"Should You Give Up Summer Vacation?"

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. *Intersession*

B. *The Great Lag* C. *Balking at Fate*

D. *An Introduction to Our Culture*

E. *My Kind of Clime* F. *Mitigating Stress: A Guide*

1. Desert-dweller Lizard Lee recalls life in the hottest place on Earth, Death Valley.

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

2. Spring break turns out to be *way* more interesting than Jake and Jenna expected.

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

3. Dr. Fran Ludwin reveals how even the busiest person can learn to sit back, relax, and enjoy life.

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

4. The surprising history of American traditions and customs.

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

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

5. lag

- Ⓐ expand Ⓒ speed up
Ⓑ slow down Ⓓ grow

6. mitigate

- Ⓐ ease Ⓒ assist
Ⓑ worsen Ⓓ argue

7. balk

- Ⓐ enjoy Ⓒ accept
Ⓑ attempt Ⓓ resist

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

8. An event which involves many logistics will likely be easy to plan.

- Ⓐ true Ⓑ false

Reason: _____

9. The owner of a store would probably be very excited to learn that the store's sales are lagging.

- Ⓐ true Ⓑ false

Reason: _____

Name: _____ Date: _____

"Should You Give Up Summer Vacation?" Quiz

Directions: Read "Should You Give Up Summer Vacation?" and then answer the questions below.

- The author develops the idea that a year-round school schedule can be beneficial for students in all of the following ways EXCEPT
 - by explaining the origin of summer vacation.
 - by listing the types of intersession classes students can take at some year-round schools.
 - by explaining what summer learning loss is.
 - by quoting a student who attends year-round school.
- Imagine that there is a study about how a year-round school schedule affects students' grades. A quote from this study would best fit into which section of the article?
 - the introduction
 - An American Tradition
 - More Breaks, Less Stress
 - It would not fit anywhere in the article.
- Which of the following lines supports the idea that summer vacation is outdated?
 - "Reorganizing the year has academic benefits too." (p. 28)
 - "It's an American tradition, a time to create lasting memories." (p. 29)
 - "Today, we have air-conditioning." (p. 29)
 - "Chances are, staying in school is not your top pick." (p. 28)
- Consider this line: "Try setting up a soccer game with another school when you're on a break every few weeks" (p. 29). How does this line contribute to the article?
 - It offers a rebuttal to the argument that a year-round school schedule has academic benefits.
 - It supports the claim that extra breaks throughout the school year relieve stress.
 - It offers a rebuttal to the argument that summer vacation is an important tradition.
 - It supports the claim that a year-round school calendar can cause scheduling conflicts.
- The author writes, "But is tradition a good enough reason to keep it around?" What literary device is she using?
 - hyperbole
 - rhetorical question
 - metaphor
 - symbolism
- The purpose of the literary device in question 5 is
 - to encourage readers to question the value of summer vacation.
 - to convince readers of the value of summer vacation.
 - to emphasize how long summer vacation has been around.
 - to support the idea that summer vacation is harmful.

Constructed-Response Questions

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

- Choose one argument used in the article that supports keeping a long summer vacation. Explain whether that argument is weak or strong. Use text evidence.
- Laura Kelsey writes, "For many kids . . . summer days are spent mostly indoors, playing video games and watching TV." What point is she making with this information?

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: _____

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with William Mai into an article.

1 The headline "The Heart Hero" gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

2 Rewrite each question-and-answer pair on the lines below. Write from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*). Paraphrase—that is, rewrite in your own words—what William says. We did the first pair for you.

Q-and-A #1:

While William Mai, 16, was on vacation in the Grand Canyon, a woman approached him and asked if he knew first aid. After William responded that he did, the woman asked him to help her husband, who was having a heart attack. William performed CPR on the man until an ambulance arrived.

Q-and-A #2:

Q-and-A #3:

Q-and-A #4:

Q-and-A #5:

3 Choose two sentences that William said in the interview to use as direct quotes in your article.

A direct quote is another person's exact words.

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

1. "I was kind of shaken up after it, actually," admits William.
2. William recalls, "She told me to come quick because her husband was having a heart attack."

Direct Quote 1: _____

Direct Quote 2: _____

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

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, state the central idea of the article.

Body Paragraph:

- Explain to your readers how William saved a man's life, using information from the five question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the article. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes that you chose in Step 3.

Conclusion:

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

WRITING TIPS!

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- 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 mistakes in spelling, punctuation, and grammar.

"You Write It" Sample Article

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

Heroic Rescue on the Mountainside

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

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

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

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

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

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

Here are direct quotes from the interview.

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

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

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

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

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

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

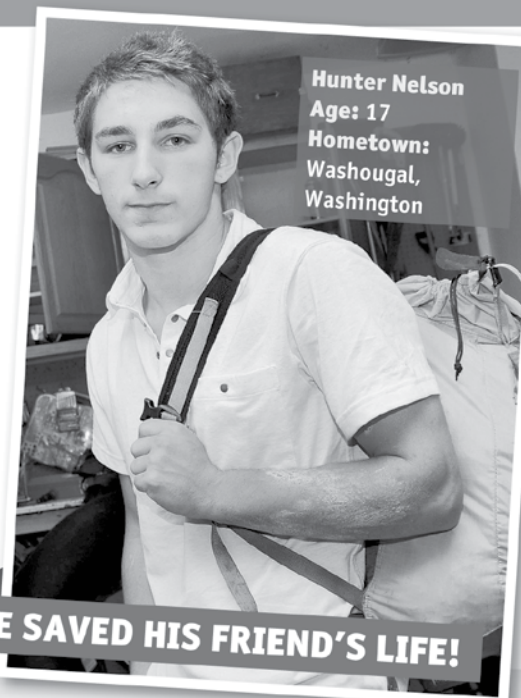
Main Idea

You Write It

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

DIRECTIONS:

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



The Headline

Heroic Rescue on the Mountainside

The Interview

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

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

Scope: What happened then?

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

Scope: You must have been incredibly frightened.

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

Scope: What did you do when you reached him?

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

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

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

Scope: Did this experience change you?

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

Now you write the article!

YOU WRITE IT CONTEST

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

POSTAL INFORMATION: SCHOLASTIC SCOPE (ISSN 0036-6412; IN CANADA, 2-C NO. 9230) IS PUBLISHED BIWEEKLY: SEPT., OCT., JAN., AND APR., AND MONTHLY: NOV., DEC., FEB., MAR., AND MAY, 13 ISSUES TOTAL, BY SCHOLASTIC INC., 2931 EAST MCCARTY ST., P.O. BOX 3710, JEFFERSON CITY, MO 65102-3517. PERIODICAL POSTAGE PAID AT JEFFERSON CITY, MO 65102 AND AT ADDITIONAL MAILING OFFICES. POSTMASTER: SEND NOTICE OF ADDRESS CHANGES TO SCHOLASTIC SCOPE, 2931 EAST MCCARTY ST., P.O. BOX 3710, JEFFERSON CITY, MO 65102-3517.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

You Write It Contest

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

Entries will be judged on:

- ⇒ a clear central idea and supporting evidence
- ⇒ use of quotations
- ⇒ organization
- ⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: You Write It Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2016!

Name: _____ Date: _____

Master Verb-Tense Consistency

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

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

Incorrect: After we **play** soccer, Dad **took** us out for pizza.
(*Play* is in the present tense, and *took* is in the past tense—and there is no good reason for the shift.)

Correct Option 1: After we **play** soccer, Dad **takes** us out for pizza.
(Both verbs are in the present tense.)

Correct Option 2: After we **played** soccer, Dad **took** us out for pizza.
(Both verbs are in the past tense.)

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

Correct: Tracy's hair **is** blond, though it **was** brown last week.
(You are describing something that is in the present, and you are also describing something in the past.)

Correct: I **packed** my suitcase last night because I **will be flying** to New York tomorrow.
(You are describing something that happened in the past, and you are also describing something that will happen in the future.)

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

1. **a** _____ The conductor lifted his arms and signals the orchestra to begin.
b _____ The conductor lifts his arms and signaled the orchestra to begin.
c _____ The conductor lifted his arms and signaled the orchestra to begin.
2. **a** _____ Frogs have smooth, clammy skin, whereas toads have dry, bumpy skin.
b _____ Frogs had smooth, clammy skin, whereas toads have dry, bumpy skin.
c _____ Frogs have smooth, clammy skin, whereas toads had dry, bumpy skin.
3. **a** _____ Carmen takes gymnastics on Tuesdays; now she goes on Thursdays instead.
b _____ Carmen took gymnastics on Tuesdays; now she went on Thursdays instead.
c _____ Carmen took gymnastics on Tuesdays; now she goes on Thursdays instead.
4. **a** _____ Jake asked for a skateboard for his birthday, but he gets a scooter instead.
b _____ Jake asked for a skateboard for his birthday, but he got a scooter instead.
c _____ Jake is asking for a skateboard for his birthday, but he got a scooter instead.

- 5. a** ____ Jamie's birthday party will be a blast. First, we stuff ourselves with tacos and quesadillas. Then we turned on the karaoke machine. I was laughing so hard when Jamie sang "Fireworks"!

- b** _____ Jamie's birthday party was a blast. First, we stuff ourselves with tacos and quesadillas. Then we turn on the karaoke machine. I will be laughing so hard when Jamie sang "Firework"!

- c** ____ Jamie's birthday party was a blast. First, we stuffed ourselves with tacos and quesadillas. Then we turned on the karaoke machine. I was laughing so hard when Jamie sang "Fireworks"!

- 6. a** ____ For the past three months, Jackson has been shooting hoops every day after school. He has been planning to try out for the basketball team on Friday. I really have been hoping he has been making it. He has been deserving it!

- b** ____ For the past three months, Jackson has been shooting hoops every day after school. He is planning to try out for the basketball team on Friday. I really hope he makes it. He deserves it!

- c** ____ For the past three months, Jackson shot hoops every day after school. Basketball tryouts were this coming Friday. I really hoped he made it. He was deserving it!

Directions: Rewrite the paragraph below so that the verb tense is consistent. If you shift the verb tense at any point, make sure you have a good reason for doing so!

Last weekend, my dad and I went to Go-Kart World. We are having an awesome time! Go-Kart World has all kinds of different tracks you can zoom around. I feel like a real race-car driver. My dad's favorite was the Super Track, which has two levels. My favorite will be the Turbo Track, because it had a lot of twists and turns. The bumper cars were fun too. I hope I will be able to go back there someday.

[illegible]

Name: _____ Date: _____

Essential and Nonessential Elements

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

<p>ESSENTIAL ELEMENT: part of a sentence that cannot be removed without changing the basic meaning of the sentence</p>	<p>NONESSENTIAL ELEMENT: part of a sentence that adds detail but could be left out without changing the basic meaning of the sentence</p>
<p>EXAMPLE:</p> <p>James is looking for the girl <u>who was here earlier</u>.</p> <p>Consider the detail "who was here earlier." Can you remove it from the sentence without changing the basic meaning of the sentence?</p> <p>You cannot, because without "who was here earlier," the sentence would be "James is looking for the girl." Without "who was here earlier," the reader does not know which girl James is looking for. So, in this case, "who was here earlier" is an <i>essential element</i>.</p>	<p>EXAMPLE:</p> <p>James is looking for Lena, <u>who was here earlier</u>.</p> <p>Can you remove "who was here earlier" without changing the basic meaning of <i>this</i> sentence?</p> <p>You can, because without it, the sentence is "James is looking for Lena." The reader still knows who James is looking for. So, in this case, "who was here earlier" is a <i>nonessential element</i>.</p>
<p>1 Below are three more examples of sentences containing an essential element:</p> <p>I forgot the name of the place <u>where we had my birthday picnic</u>.</p> <p>"Where we had my birthday picnic" is essential, because if you removed it, the reader would not know which place the writer could not remember the name of.</p>	<p>Below are three more examples of sentences containing a nonessential element:</p> <p>I forgot the name of the park on Meadow Lane, <u>which is where we had my birthday picnic</u>.</p> <p>"Which is where we had my birthday picnic" is nonessential because taking it out doesn't change the statement that the writer forgot the name of the park on Meadow Lane.</p>
<p>2 The restaurant <u>that we are going to</u> does not open until six.</p> <p>Here, "that we are going to" tells which restaurant this sentence is about.</p>	<p>Patsy's, <u>the restaurant we are going to</u>, opens at six.</p> <p>We know that the speaker is talking about Patsy's. "The restaurant we are going to" provides additional detail.</p>
<p>3 The girl <u>with the red hair</u> is late.</p> <p>"With the red hair" is essential because it's the only thing that tells the reader which girl is late.</p>	<p>Zoe, <u>who has red hair</u>, is late.</p> <p>"Who has red hair" is nonessential because we already know who is late: Zoe. That she has red hair is just an additional detail.</p>

Now that you understand the difference between essential elements and nonessential elements in sentences, here’s how to punctuate them.

RULE

ESSENTIAL ELEMENTS
are not set off by commas.

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

NONESSENTIAL ELEMENTS
are set off by commas.

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

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

Karl’s brother Brian is coming too.

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

Karl’s brother, Brian, is coming too.

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

One more thing:

RULE

Use the word *that* with
ESSENTIAL ELEMENTS.

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

EXAMPLE:

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

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

RULE

Use the word *which* with
NONESSENTIAL ELEMENTS.

In a sentence that needs either a *which* or a *that*, use *which* before nonessential elements (and remember to set off the nonessential element with commas).

EXAMPLE:

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

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

Ready to practice? An activity begins on the next page.

Directions: For each sentence below, check the box that indicates whether the underlined element is nonessential or essential. Then explain how you know.

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

☐ nonessential ☐ essential How I know: _____

2. This book is about a woman who was stranded in the wilderness for two weeks.

☐ nonessential ☐ essential How I know: _____

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

3. ____ A. My mom who is a very good detective is on a mission to find out who tracked mud into the kitchen.
____ B. My mom, who is a very good detective, is on a mission to find out who tracked mud into the kitchen.

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

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

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

6. The flute which is my favorite instrument has the most harmonious sound.
7. I had to clean the litter box which is one of my least favorite chores.
8. The brownies, that I made, were the most popular item at the bake sale.
9. Monica who is Alondra's best friend lives next door to Luke.
10. My English teacher Mr. Watson tutors me after school.
11. Mrs. Pendleton told me to take the package, with the pink bow, to my mother.

Name: _____ Date: _____

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: Leave your ~~umbrella's~~ by the door.

YES: Leave your umbrellas by the door.

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 ~~children's~~ are upstairs.

YES: The children 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: Two ~~lady's~~ showed us to our seats.

YES: Two ladies showed us to our seats.

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 book is ~~her's~~.

YES: The book is hers.

NO: That pen is missing ~~it's~~ cap.

YES: That pen is missing its cap.

C

DO use apostrophes to form possessives.

Possessives show ownership.

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

YES: The dog's ball is red.

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

YES: Where is James's guitar?

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 met my sister-in-law's baby.

YES: The movie star's car is fast.

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: Karen and Walter's house is beautiful.

4. To make a plural noun (like *kids*) 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 kids' toy needs to be washed.

This refers to one toy shared by two or more kids.

YES: The women's hats are in the closet.

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.

- Ⓐ Gerald's vegetable's were overcooked.
- Ⓑ Gerald's vegetables were overcooked.
- Ⓒ Gerald's vegetables were overcooked.
- Ⓓ Gerald's' vegetables were overcooked.

2. Which of the following correctly indicates that the expensive camera belongs to Ross?

- Ⓐ Ross's camera is expensive.
- Ⓑ Ross camera is expensive.
- Ⓒ Ros's camera is expensive.
- Ⓓ Rosses camera is expensive.

3. Read this sentence:

Rob and Janet's kids' tree house is amazing.

To whom does the tree house belong?

- Ⓐ one kid
- Ⓑ Janet
- Ⓒ more than one kid
- Ⓓ It's not clear from the sentence.

4. A group of friends had a picnic on a windy day. Which sentence correctly states what happened to their hats?

- Ⓐ The friends' hats blew away.
- Ⓑ The friends hats blew away.
- Ⓒ The friend's hats blew away.
- Ⓓ The friends hat's blew away.

Directions: In each sentence below, circle the word that is missing an apostrophe. Write the correct form of that word on the line provided. If the sentence is correct and needs no changes, write the letter "C" for correct.

_____ 5. The puppys whimpering was breaking Katie's heart.

_____ 6. The presidents speech was both hopeful and motivating.

_____ 7. The hurricane did not damage many families homes too severely.

_____ 8. Their schools mascot isn't as frightening as ours.

_____ 9. The tour guide repeated that no one should touch the birds nests.

_____ 10. It's too bad Shondra's brother's bike was stolen.

_____ 11. Have you seen the pictures from Emily and Jasons trip?

_____ 12. The yellow shovel is ours and the green one is yours.

Name: _____ Date: _____

Which Word Works?

Yes, the thesaurus is your friend. It can help you find all sorts of interesting words to spice up your writing. But be careful when you use it. Words that are synonyms often have different shades of meaning. This exercise will help you choose words that make sense in context. For example:

Consider this sentence: *We always avoided the old, creepy house on Elm Street.*

Here are some synonyms our thesaurus gave us for *old*: aged, ancient, decrepit, elderly, tired, senior.

Do all these words work in the sentence? Well, some do and some don't.

Successful: *We always avoided the decrepit, creepy house on Elm Street.* (That sounds good, right?)

Unsuccessful: *We always avoided the elderly, creepy house on Elm Street.* (Huh? The house is a senior citizen?)

TIP: If you don't know the meaning of a synonym, look it up in the dictionary.

Directions: Read the following paragraph and circle and number eight words that don't work in context. Write each word in a space below and then find a synonym that makes more sense. We've done the first one for you.

If you're looking for thrills, you may want to ¹roam to the Wild West Theme Park in Texas. There you will find The Outlaw, a brisk roller coaster that takes you on a rollicking journey through an old-fashioned frontier town. Adhere yourself in and hold on rigidly as you accelerate to 100 miles per hour in 5 seconds. You'll inaugurate 100 feet into the air before flying through mind-boggling twists and turns. Watch out for the sheriff; he intellectualizes you robbed the bank and he wants justice. This is your likelihood to feel like a real outlaw of the Wild West! The ride is so fun, it's worth waiting in the extensive line.

	Word from above	More appropriate word or phrase
1.	roam	travel
2.		
3.		
4.		
5.		
6.		
7.		
8.		