

Name: _____ Date: _____

Exploring Text Structures

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

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Attack at Sea."

1. What does the author compare and contrast in the section "A Rapidly Changing World"?

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)

2. A. Underline the main text structure used in the section "The Horrors of War."

description or list

problem and solution

- B. Explain how you know, using evidence from the text.

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

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

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

3. In the section "A Nightmare," the author lists a series of causes and effects.

A. Read the following cause. Explain its effect on the lines provided.

Cause: Elsie and her family saw people getting crushed or trapped by lifeboats.

Effect: _____

B. Read the following effect. Write its cause on the lines provided.

Effect: The ship kept speeding forward, took on more and more water, and sank very quickly.

Cause: _____

4. The section "Agonizing Search" contains several text structures. Identify one and explain how you know which structure it is.

5. In "The Legacy," how does the author use cause and effect to explain a turning point in U.S. history?

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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 "Attack at Sea."

1. Look at the images and read the headline and introduction on pages 4-5. What mood do the title, introduction, and images create?

2. How does the photo on page 6 of the people looking at the *Lusitania* contribute to your understanding of the article?

3. Read the caption at the bottom of page 7. Where in the article would the information about why few passengers took the German embassy's warning seriously best fit? Explain your answer.

4. Read the caption next to the photo of Captain William Turner on page 8. How does the caption help you understand the man who was in charge of the *Lusitania*?

5. What does the map on page 9 add to the article?

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Summarizing

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

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

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

1. Who is the article mainly about?

2. What details about this person are most important to the article?

3. What was happening in the world at the time this story takes place?

4. What problem(s) did this person face?

5. What happened to this person?

6. What historical significance does this event have?

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

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or 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 "Attack at Sea."

Summary

1. Where were they going and how were they getting there?

3. What did the German embassy say in its notice?

5. What kind of weapon did the U-boat use? How did it affect the Lusitania?

7. What did America do in 1917?

In 1915, 12-year-old Elsie Hook and her family were traveling _____

At the time, most of Europe was _____

_____, The Germans warned that _____

_____. Many people did not take the threat _____

seriously because _____

_____. But a German U-boat _____

_____. Elsie and her family survived, _____

but _____

_____. The sinking of the *Lusitania* may have contributed _____

to America's decision to _____

_____.

2. What historical event was occurring in 1915?

4. How did the captain and crew describe the ship?

6. How many passengers were on the ship? What happened to most of them?

Name: _____ Date: _____

Aboard the *Lusitania*

To *empathize* with someone is to understand and share that person's feelings—to feel almost as if what is happening to that person is happening to you. In this activity, you will consider how author Kristin Lewis helps the reader empathize with the passengers on the *Lusitania*.

Directions: Fill in the information missing from the chart. (We have filled in some information for you.)

Quote	What does the quote help you understand?	How does the quote create empathy for the passengers?
SECTION 1: What it was like to board the <i>Lusitania</i>		
"Elsie was filled with excitement as she hurried up the gangway." (p. 6)	It was exciting to be going aboard the <i>Lusitania</i> .	You can imagine yourself in Elsie's place and feel her excitement as she boarded the ship. You can imagine that other passengers felt the same excitement.
"A band was playing." (p. 6)	The atmosphere was festive and celebratory.	

Quote	What does the quote help you understand?	How does the quote create empathy for the passengers?
SECTION 2: What the world was like at the time of the <i>Lusitania</i>		
"The whole world was being transformed. It was suddenly filled with shiny new automobiles, bright electric lights, and newfangled machines like the telegraph, which sent messages around the globe in seconds." (p. 7)		
SECTION 3: How passengers felt about the possibility of being attacked		
"But as the <i>Lusitania</i> sailed through the open sea, her engine humming pleasantly and the cold waters of the Atlantic splashing across her bow, the horrors of war must have seemed distant." (p. 7)		

Quote	What does the quote help you understand?	How does the quote create empathy for the passengers?
SECTION 4: The moments after the torpedo hit the <i>Lusitania</i>		
"Glass shattered. Fire broke out below deck. Passengers shrieked." (p. 9)		

SECTION 5: Highlight or underline sentences in the article that describe what happened to Elsie Hook. Do you think the author creates more empathy for the passengers by describing the experience of one person than she would have if she had not focused her story on anyone in particular?

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Read, Think, Explain

Identifying Nonfiction Elements

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

Before Reading Text Features, Inference

1. Study the images on pages 4-5 and read the **headline** and **introduction**. Describe the images.

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

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

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

During Reading
Tone, Mood, Text Structure, Inference, Vocabulary

5. In the first section of “Attack at Sea,” the **tone** shifts with the line that begins “But as the *Lusitania* steamed out of New York Harbor . . .” What does the tone shift from, and what does it shift to? Explain your answer.

6. The description of how the world was changing in 1915 creates what kind of **mood** in the section “A Rapidly Changing World”?

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

The author describes details of the German U-boat and its captain.

The author explains the effects the torpedo had on the *Lusitania*.

The author compares and contrasts the two captains.

8. The author states that Elsie’s father quickly decided that they should jump in the water. What can you **infer** about the kind of person Elsie’s father was?

9. Consider this quote from page 9:

“News of the *Lusitania*’s demise shook the world.”

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

B. The author could have said *sinking* instead of *demise*. How does her choice of *demise* affect the sentence?

After Reading

Central Ideas/Details and Objective Summary

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

```
graph TD; A["Central Idea  
The Lusitania was not in any danger of being sunk."] --> B["Detail #1  
“Few passengers on the Lusitania took the warnings seriously. Many did not think Germany would target a civilian ship.” (p. 7)"]; A --> C["Detail #2  
“The Lusitania could not be sunk, they said. She was too fast. Nothing could catch her.” (p. 8)"]; A --> D["Detail #3  
“The idea of the Lusitania being in any danger was ‘the best joke I’ve heard in many days,’ [the captain] had told reporters back in New York.” (p. 8)"]
```

Central Idea		
Detail #1 “Few passengers on the <i>Lusitania</i> took the warnings seriously. Many did not think Germany would target a civilian ship.” (p. 7)	Detail #2 “The <i>Lusitania</i> could not be sunk, they said. She was too fast. Nothing could catch her.” (p. 8)	Detail #3 “The idea of the <i>Lusitania</i> being in any danger was ‘the best joke I’ve heard in many days,’ [the captain] had told reporters back in New York.” (p. 8)

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

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

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Read, Think, Explain

Identifying Nonfiction Elements

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

Before Reading Text Features and Inference

1. Study the images on pages 4-5 and read the **headline** and **introduction**. Describe the images.

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

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

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

During Reading
Tone, Mood, Text Structure, Inference, Vocabulary

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

amazed

joyous

somber

6. Which of the following best expresses how the author creates a **mood** of excitement and possibility in the section "A Rapidly Changing World"?

A. She creates this mood by explaining why Elsie and her family were moving to England.

B. She creates this mood by describing the new technologies that people developed at that time.

C. She creates this mood by listing the differences between being a first-class and a third-class passenger.

7. What does the author describe in the section "On the Hunt"?

8. The author states that Elsie's father quickly decided that they should jump in the water. What can you **infer** about the kind of person Elsie's father was?

9. Consider this quote from page 9:

"News of the *Lusitania*'s demise shook the world."

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

explosion

attack

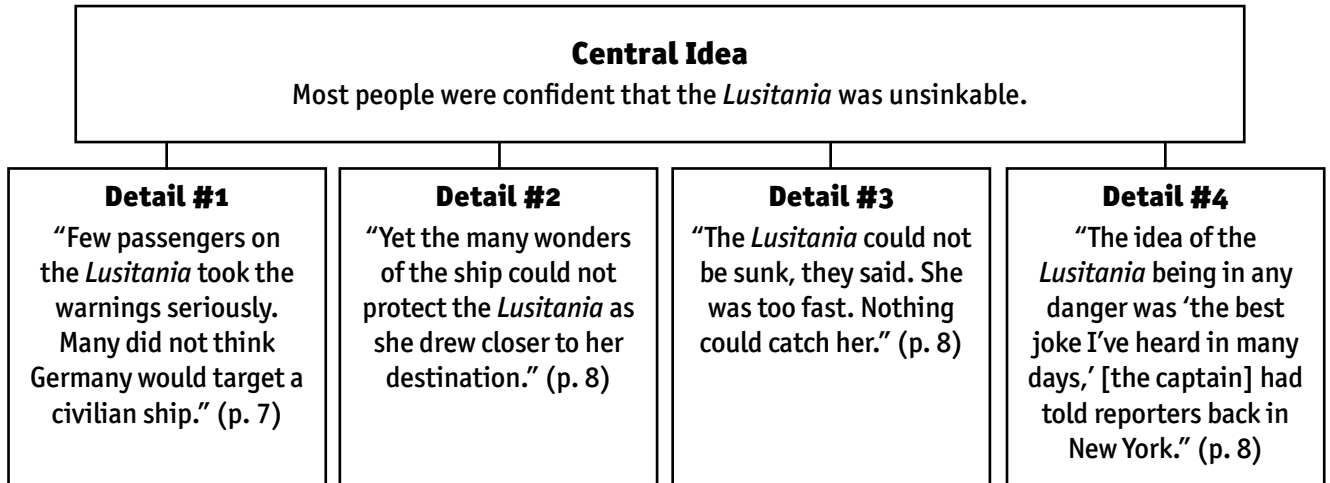
end of existence

B. The author could have used the word *sinking* instead of *demise*. How does her choice of *demise* affect the sentence?

After Reading

Central Idea/Details and Objective Summary

10. Below is a **central idea** of "Attack at Sea" and four details. Three details DO support the central idea. Cross out the detail that DOES NOT.



11. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the two sentences below that should definitely NOT be included in an objective summary of "Attack at Sea."

1. Elsie Hook, her brother, and her father were traveling to England aboard the *Lusitania*.
2. At the time, Europe was fighting World War I.
3. I bet Elsie wondered why she was in third class while other people were in first class.
4. The Germans had issued a warning that ships near England were targets for German U-boats.
5. After a torpedo from a German U-boat hit the *Lusitania*, it sank quickly.
6. The Germans should not have fired a torpedo at a ship with women and children on board.
7. The sinking of the *Lusitania* may have contributed to America's decision to declare war on Germany.

Close-Reading Questions

"Attack at Sea"

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4. What is the mood of the section "A Nightmare"? How does the author create this mood?
(mood)

5. At the end of the article, Lewis writes that today, the wreck of the *Lusitania* "rests in uneasy peace" on the ocean floor. What does she mean? Why might she describe the wreck as "uneasy"? (figurative language)

Name: _____ Date: _____

Critical-Thinking Questions

"Attack at Sea"

1. Why do you think the passengers and crew of the *Lusitania* were so confident that the ship would be safe?

2. Why is it important to study historical disasters like the *Lusitania*?

Name: _____ Date: _____

Vocabulary:

"Attack at Sea"

- 1. claustrophobic (klawss-truh-FOH-bik)** *adjective*; *Claustrophobic* can be used to describe a space that feels cramped and confining. In a small, dark, stuffy room, you might open the windows to make the room feel less claustrophobic. You can also use *claustrophobic* to describe the way someone feels: If someone is uncomfortable being in small, enclosed spaces, you could say that person is claustrophobic.
- 2. hull (HUHL)** *noun*; A hull is the main body (the sides and bottom) of a boat or ship—the part that floats in the water. The dry outer covering of a seed or fruit is also called a hull.
- 3. hypothermia (hahy-puh-THUR-mee-uh)** *noun*; If a person has hypothermia, his or her body temperature is dangerously low. Someone may develop hypothermia after falling into ice-cold water or sleeping outside on a cold night without warm clothes.
- 4. ingenuity (in-juh-N00-ih-tee)** *noun*; If you have ingenuity, you are clever and inventive. You have ingenuity if you figure out how to turn an old sweater into a laptop sleeve or create a successful business selling homemade dog treats.
- 5. munitions (myu-NISH-enz)** *noun*; Munitions are equipment and supplies used by the military, such as weapons and ammunition.
- 6. optimism (op-tuh-MIZ-uhm)** *noun*; If you have optimism, you have a positive attitude—a habit of expecting everything to turn out all right.
- 7. opulent (OP-yuh-luhnt)** *adjective*; Something that is opulent is fancy and expensive; it displays wealth in a showy way. An opulent living room, for example, might be decorated with expensive furniture, crystal vases, velvet curtains, and antique rugs. An opulent display of food would feature heaps of super-fancy stuff—fine cheeses, rare fruits from around the world, shrimp, steak, lobster, dozens of desserts . . . you get the picture.

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

Vocabulary Practice:

"Attack at Sea"

WORD BANK

claustrophobic	hypothermia	munitions	opulent
hull	ingenuity	optimism	

Directions: Use a word from the word bank to fill in the blank in each sentence below.

1. I don't share Gina's _____ about the game tonight. I think we are probably going to lose.
2. The mountain climber who was trapped in a snowstorm was treated for frostbite and _____.
3. Surprisingly, the _____ hotel never seemed to have many guests.
4. After the explosion in the abandoned cave, authorities discovered that the military had once used the cave to store _____.
5. The boat's name, *Esperanza*, is written on its _____ in fancy lettering.
6. After spending 10 minutes looking for his ball in the _____ crawl space under the house, Jason decided to let the spiders have it.
7. This game includes tons of features I've never seen before. I'm impressed by its designer's _____.

Directions: Identify the word or a form of the word from the word bank that has the same, or nearly the same, meaning as the boldface word or phrase in each sentence. Write each word on the lines provided. Not every word in the bank will be used.

8. The factory produces **supplies for the military**. _____
9. The Snyders live an **extravagant** lifestyle. _____
10. Kyle's **hopeful attitude** is beginning to rub off on me. _____
11. Tara has tremendous **creativity**. She's always coming up with new ideas for solving problems. _____
12. Ira is very **hates small spaces**, so he always takes the stairs instead of the elevator. _____

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“Attack at Sea” Quiz

Directions: Read “Attack at Sea.” Then answer the questions below.

1. Which is a central idea of the article?

- (A) The *Lusitania* sank in only 18 minutes.
- (B) U-boats sank nearly 5,000 ships during World War I.
- (C) The sinking of the *Lusitania* was an enormous tragedy.
- (D) Hypothermia is dangerous.

2. The author uses the Hook family to tell the story of the *Lusitania* disaster in order to

- (A) show readers how one family coped with ocean travel.
- (B) show readers how ordinary people lived in the early 1900s.
- (C) explain that third-class passengers were treated as well as first-class passengers.
- (D) help readers feel what passengers experienced during the ship’s final voyage.

3. The caption on page 8 notes that after World War I, many world leaders banned the use of poison gas in warfare. What can you infer about poison gas?

- (A) It was an especially cruel weapon.
- (B) It was no longer needed as a weapon.
- (C) It became unavailable.
- (D) It was not an effective weapon.

4. On page 8, the author writes that a torpedo “slithered through the water like a speeding snake.” This line contains

- (A) foreshadowing that hints that something terrible is about to happen.
- (B) a metaphor suggesting that the torpedo may have the bite of a venomous snake.
- (C) a simile that highlights the speed and stealth of the torpedo.
- (D) a simile comparing the water to a snake.

5. The author describes the distance from the spot the *Lusitania* sank to the shore as “maddeningly close.” What other words could she have used to convey the same meaning?

- (A) frustratingly close
- (B) annoyingly close
- (C) dangerously close
- (D) surprisingly close

6. Which detail should be included in a summary of the article?

- (A) The captain of the *Lusitania* was ashamed he survived while others did not.
- (B) The *Lusitania* symbolized advances in technology.
- (C) Each lifeboat on the *Lusitania* weighed 10 tons.
- (D) all of the above

Constructed-Response Questions

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

7. What is the purpose of the section “The Unsinkable Ship”? What does it add to the article? Support your answer with details from the text.

8. According to the article, many historians say that the sinking of the *Lusitania* was a “turning point.” What is a turning point? Why was the sinking of the *Lusitania* a turning point?

Name: _____ Date: _____

"Attack at Sea" Quiz

Directions: Read "Attack at Sea." Then answer the questions below.

1. Which is a central idea of the article?

- (A) The Hooks were moving to England.
- (B) U-boats sank nearly 5,000 ships during World War I.
- (C) The sinking of the *Lusitania* was an enormous tragedy.
- (D) Hypothermia is dangerous.

2. According to the article, why did some passengers believe the *Lusitania* would not be sunk.

- (A) The crew said the *Lusitania* was too fast to be caught.
- (B) The captain of the *Lusitania* was a decorated war hero and highly experienced.
- (C) Passengers believed that Germany would not target a civilian ship.
- (D) all of the above

3. On page 8, the author most likely included the simile "Schwieger's torpedo slithered through the water like a speeding snake" to

- (A) highlight the speed and stealth of the torpedo.
- (B) compare the water to a snake.
- (C) help readers understand how snakes move.
- (D) show that the *Lusitania* was attacked by snakes.

4. In the sentence, "It was suddenly filled with shiny new automobiles, bright electric lights, and newfangled machines like the telegraph, which sent messages around the globe in seconds" (p. 7), *newfangled* most closely means

- (A) dangerous.
- (B) confusing.
- (C) dated.
- (D) modern.

5. Consider the information about poison gas in the caption on page 8. In which section of the article would that information fit best?

- (A) "On the Hunt"
- (B) "A Nightmare"
- (C) the introduction
- (D) "The Horrors of War"

6. Which detail should be included in a summary of the article?

- (A) The captain of the *Lusitania* was ashamed that he survived while others did not.
- (B) The *Lusitania* symbolized advances in technology.
- (C) Each lifeboat on the *Lusitania* weighed 10 tons.
- (D) all of the above

Constructed-Response Questions

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

7. Why do you think the author included the story of Elsie Hook? What does Elsie's experience add to the article?

8. According to the article, many historians say that the sinking of the *Lusitania* was a "turning point." What is a turning point? Why was the sinking of the *Lusitania* a turning point?

Lusitania Contest

When you empathize with someone, you share that person's feelings and emotions. How does the author help the reader empathize with the passengers on the *Lusitania*? Answer in a well-organized essay. Use text evidence to support your ideas. Five winners will get *Stay Where You Are and Then Leave* by John Boyne.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY February 15, 2015!

Name: _____ Date: _____

Video Discussion Questions

"Behind the Scenes: Attack at Sea"

1. Kristin Lewis says that her story about the *Lusitania* "was going to take a lot of research." (1:04-1:07). What research did Lewis do to prepare for writing "Attack at Sea"? Why might a story like this have to be researched so thoroughly?
2. Lewis describes early 20th-century America as "a time of transition" (2:02-2:45). Give two pieces of evidence from the video that support this statement.
3. Lewis refers to ocean liners like the *Lusitania* as "the jewels of the sea" (3:04-3:08). What does she mean by this?
4. What does the fact that Lewis wrote 12 drafts of her article tell you about the importance of the revision process?

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Making Inferences

When you make an inference, you use clues in the text to figure out something that the author doesn't tell you directly.

Directions: Read each set of lines from *The Mystery of the Stolen Jewel*. Think about the questions in small type on the sides. Then make inferences to answer the question that follows.

1. Consider these lines from Scene 1:

Why does Holmes
say leave the hat
but take the goose?

Holmes: Leave the hat with me.

Peterson: And the goose?

Holmes: Take it home, Peterson. Your family might as well enjoy it before it spoils.

SD2: Peterson and Turner leave.

SD1: Holmes studies the hat.

What is Holmes
doing here?

What can you infer from these lines about what Holmes thinks is important to the case?

2. Read these lines from Scene 5, when Holmes asks the boys to follow James Ryder:

Why is Holmes
asking the boys to
do this?

Holmes: Boys, there's a shilling apiece for you if you find out where that man goes.

Tom: A shilling apiece!

Percy: How's about two shillings?

Holmes: Fine. Only, do not let him see you following.

Why does Holmes
want them to stay
hidden?

What can you infer about what Holmes thinks of James Ryder? Explain.

3. Read these lines from Scene 7:

SD1: Holmes and Watson wait outside a back door at the Hotel Cosmopolitan.

SD2: Ryder approaches and Holmes steps forward.

Holmes: Ah, Mr. Ryder.

Ryder (*nervously*): How do you know my name?

Holmes: It is my business to know what others do not.

What is Holmes really saying here?

What is Holmes REALLY telling Ryder?

4. Consider these lines from Scene 7:

Ryder (*weeping*): Yes. I took the wrong one. Now I am a branded thief—without having touched the wealth for which I sold my character.

Holmes: Ryder, you have broken the law and framed an innocent man. You deserve to be punished—as do you, Miss Cusack. But perhaps your guilt is punishment enough. After all, the Countess has her jewel and Mr. Horner will be set free.

What can you infer about the kind of man Holmes is? Explain.

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Exploring Mood

Mood is the feeling the reader gets from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

1. **A.** Look at the opening illustration of *The Mystery of the Stolen Jewel* on pages 18-19. The mood can be described as **spooky**. Explain why.

- B.** What is another word that could be used to describe this illustration? _____

2. The mood at the end of the Scene 2 could be described as **suspenseful**. All of the following lines from the text help to create this mood EXCEPT:

- Ⓐ “There is an urgent knocking on the door.”
- Ⓑ “Holmes opens it to find Peterson, his eyes wide and his cheeks flushed.”
- Ⓒ “As I recall, the police caught the culprit.”
- Ⓓ “Watson, it seems our little mystery has suddenly become much more important.”

3. In Scene 3, the mood is **distressed**. Explain how you know.

4. The mood shifts during Scene 7. What moods does the author create, and when does the mood shift? Explain your answer.

Name: _____ Date: _____

Forming an Opinion

Directions: At the end of the play, Holmes decides not to turn the jewel thieves over to the police. Did he do the right thing? In the columns below, write evidence from the play that could support “Yes” and “No” answers to that question.

Yes, Holmes did the right thing.	No, Holmes did the wrong thing.

Your Opinion

Based on the evidence you wrote above, do you think Holmes made the right decision?

Name: _____ Date: _____

Close-Reading Questions

The Mystery of the Stolen Jewel

1. From Scene 1, what can you conclude about Sherlock Holmes's personality? (character)
2. At the end of Scene 4, Holmes says of Baker, "He clearly knows nothing of the carbuncle."
How does Holmes conclude this? (inference)
3. In Scene 5, why does Holmes have Ryder followed? (inference)

4. In Scene 7, SD1 says, “Ryder and Cusack scurry out the door.” What does the word *scurry* tell you about how they leave the room? What if the author had used *walk* instead? (author’s craft)

5. What is the purpose of the flashbacks in Scenes 3 and 6? (author’s craft)

6. Why was John Horner, the plumber, blamed for the crime? (plot, synthesizing)

Name: _____ Date: _____

Critical-Thinking Question

The Mystery of the Stolen Jewel

1. Holmes says that by letting Ryder and Cusack go, he may have “saved their souls.” What do you think he means? Do you agree with him?

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Close-Reading Questions

"How Fast Food Helped Catch a Jewel Thief" and *The Mystery of the Stolen Jewel*

1. Melanie Abrahams states that DNA evidence is “perhaps the biggest breakthrough” in the recent history of forensic science. What facts in the article support her statement?
2. How do Sherlock Holmes’s methods compare with the methods used in the Diamonds R Forever case?

Name: _____ Date: _____

Vocabulary:

The Mystery of the Stolen Jewel

- 1. accomplice (uh-KOM-pliss)** *noun*; An accomplice helps another person do something that is against the law or wrong in some other way. A thief's accomplice might distract people as the thief steals their wallets.
- 2. culprit (KUHL-prit)** *noun*; A culprit is a person or thing responsible for something bad happening. For example, if a ball broke Mrs. Jensen's window and she is trying to find the culprit, she is trying to find the person who threw the ball. If the bathroom sink gets clogged, hair in the drain could be the culprit.
- 3. enlighten (ehn-LIHYT-ehn)** *verb*; To enlighten someone is to make him or her understand something. If Michael enlightens his friends about *Star Wars*, he explains to his friends in a clear way what science fiction is and what the movies are about.
- 4. exquisite (ehk-SKWIZ-ih)** *adjective*; If you say that something is exquisite, you mean that it is of extreme and rare beauty or excellence, or that it is made with great care and skill. Among the things you might call exquisite are flowers, jewelry, food, and works of art.
- 5. molecule (MOL-uh-kyool)** *noun*; You might know that your body is made up of different types of cells. But what are those cells made of? Molecules. A molecule is the smallest possible amount of a particular substance that has all the characteristics of that substance. (A molecule is so small that you can only see it under a microscope.) For example, a water molecule is the smallest amount of water that can exist and still be water. If you were to split a water molecule, you would break it into its two parts: hydrogen and oxygen. Almost everything on Earth is made of molecules.
- 6. ruffian (RUHF-ee-uhn)** *noun*; A ruffian is a bully—someone who is violent or cruel toward others.
- 7. timid (TIM-ihd)** *adjective*; Someone who is timid is shy and lacks confidence. A timid student might sit in the last row to avoid being called on.

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

Vocabulary Practice:

The Mystery of the Stolen Jewel

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

1. Which of the following might be described as exquisite?
 Ⓐ a drab, brown tablecloth
 Ⓑ a moldy piece of cheese
 Ⓒ a ragged, old doll
 Ⓓ a beautiful sunrise
2. Which of the following is an antonym for *fearless*?
 Ⓐ exquisite
 Ⓑ brave
 Ⓒ timid
 Ⓓ enlightened
3. Which of the following is made up of molecules?
 Ⓐ a computer
 Ⓑ a grain of sugar
 Ⓒ a strand of hair
 Ⓓ all of the above
4. Which of the following is a synonym for *ruffians*?
 Ⓐ accomplices
 Ⓑ rascals
 Ⓒ peacemakers
 Ⓓ vegetarians

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

5. Tim wanted to help his little brother, be less **timid**, so he _____

6. "Please **enlighten** me," said Dara. "I want to

7. Carmen is trying to find the **culprit** who _____

8. "Wow, that is just **exquisite**," said Leo when he

Name: _____ Date: _____

The Mystery of the Stolen Jewel Quiz

Directions: Read *The Mystery of the Stolen Jewel* and “How Fast Food Helped Catch a Jewel Thief.” Then answer the questions below.

- In Scene 7, Ryder says to Holmes, “Now I am a branded thief—without having touched the wealth for which I sold my character.” What does Ryder mean by this?**
 - Ryder never got a chance to hold the blue carbuncle.
 - Ryder thinks that all thieves are rich.
 - Ryder ruined his reputation and didn’t even get to enjoy the wealth from his crime.
 - Windigate never paid Ryder and his sister for the goose that they sold to him.
- In Scene 1, SD 2 says, “Peterson holds up a tattered hat.” As used in this sentence, what does *tattered* mean?**
 - smelly
 - new
 - large
 - shabby
- Which of the following provides a clue about the meaning of *tattered* as used in question 2?**
 - SD1: “Ryder points a shaking finger at Catherine Cusack, who is polishing silver across the room.”
 - Holmes: “It is an expensive hat, but old and worn out.”
 - Turner: “And a goose.”
 - Watson: “The pieces are falling into place.”
- Why did Ryder and Cusack choose Horner to frame for the theft of the blue carbuncle?**
 - They knew the police would suspect Horner because he collected gemstones.
 - They knew the police would suspect Horner because he had a criminal past.
 - They knew the police would suspect Horner because he was a plumber.
 - They wanted Horner to go to prison because they disliked him.
- What does “perfect crime” mean as it is used in the article on page 25?**
 - a crime that is planned and carried out so well that the criminals get away with it
 - a crime that detectives enjoy solving
 - a crime that is planned so poorly that the criminals get caught
 - a crime that involves stealing jewelry
- Information in the play and the article “How Fast Food Helped Catch a Jewel Thief” support all of the following statements EXCEPT which?**
 - Evidence can be found in unlikely places.
 - Small details can be important to solving crimes.
 - Detectives use logic to solve crimes.
 - Once a criminal, always a criminal.

Constructed-Response Questions



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

- The character Sherlock Holmes is often seen as cold and unfeeling. Do you think that is an accurate description of his character in this story? Explain your answer with text evidence.
- When you make a deduction, you draw a conclusion based on evidence. How do Sherlock Holmes and the detectives in the Diamonds R Forever case use deduction to solve their cases?

Name: _____ Date: _____

The Mystery of the Stolen Jewel Quiz

Directions: Read *The Mystery of the Stolen Jewel* and “How Fast Food Helped Catch a Jewel Thief.” Then answer the questions below.

1. In Scene 5, why does Ryder ask Windigate if he sold a goose with a black stripe on its tail?
 - (A) Ryder thinks Windigate should not be selling geese.
 - (B) Ryder likes geese with black stripes on their tails.
 - (C) Ryder thinks Windigate stole the blue carbuncle.
 - (D) Ryder hid the blue carbuncle in a goose with a black stripe on its tail that was sold to Windigate.
2. In Scene 1, SD 2 says, “Peterson holds up a tattered hat.” As used in this sentence, what does *tattered* mean?
 - (A) smelly
 - (B) large
 - (C) new
 - (D) shabby
3. In Scene 7, Ryder says to Holmes, “Now I am a branded thief—without having touched the wealth for which I sold my character.” What does Ryder mean?
 - (A) Ryder never got to hold the blue carbuncle.
 - (B) Ryder thinks that all thieves are rich.
 - (C) Ryder ruined his reputation and didn’t even get to enjoy the wealth from his crime.
 - (D) Windigate never paid Ryder and his sister for the goose that they sold to him.
4. Why did Ryder and Cusack choose Horner to frame for the theft of the blue carbuncle?
 - (A) They knew the police would suspect Horner because he collected gemstones.
 - (B) They knew the police would suspect Horner because he had a criminal past.
 - (C) They knew the police would suspect Horner because he was a plumber.
 - (D) They wanted Horner to go to prison because they disliked him.
5. On page 20, SD2 states that Ryder is wringing his hands. Ryder’s action tells you that he is feeling what?
 - (A) worry
 - (B) anger
 - (C) joy
 - (D) excitement
6. Information in the play and the article “How Fast Food Helped Catch a Jewel Thief” support which of the following statements about crime-solving?
 - (A) Jewelry thefts are the most difficult type of crime to solve.
 - (B) DNA evidence is the only way to solve crimes.
 - (C) Small details can be important to solving crimes.
 - (D) Criminals always commit more than one crime.

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. The character Sherlock Holmes is often seen as cold and unfeeling. In this story, however, he shows compassion. Explain how.
8. Compare and contrast the tools used by Sherlock Holmes and by the detectives in the Diamonds R Forever case to solve their cases.

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

Section 1: Characters

1. For the characters of Sherlock Holmes, Mr. Windigate, 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. SHERLOCK HOLMES is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

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

Description: _____

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

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

Description: _____

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

2. What does the end of Scene 1 reveal about the relationship between Holmes and Watson?

3. The following character traits could all be used to describe Sherlock Holmes:

clever intelligent authoritative confident observant

Underline one of the character traits above. Then find an example in the play where Holmes demonstrates that trait and write it on the lines below.

Section 2: Setting

4. Where and when does the play take place? _____

5. What does the reader learn from the play (including the photos and captions) about what life was like in that time and place? What are some ways that life then was different from life today?

Section 3: Text Structure

6. One scene spans multiple times and locations.

A. Which scene is it?

B. How are the switches in time and location indicated within the scene?

C. Why do you think the author chose to structure the scene this way?

7. Consider the **dialogue** between Baker and Holmes in Scene 4. What purpose does it serve in the play?

Section 4: Plot

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

Holmes Contest

Did Sherlock Holmes do the right thing in letting James Ryder and Catherine Cusack go free? Support your argument with details from the text. Five winners will each get *Lockwood & Co.: The Screaming Staircase* by Jonathan Stroud.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY February 15, 2015!

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 “Playing With Pain” and “Travel Team Heartbreak.”

“Playing With Pain” by Michelle Crouch

1. Reread the first section of “Playing With Pain.” Which quote below BEST expresses the central idea of this section?

- Ⓐ “He hoped to one day play at the college level—and so far, specializing in one sport was paying off.”
- Ⓑ ““I felt a sharp pain—like a knife—on my elbow,’ says Kellen, now 20.”
- Ⓒ “Youth sports are a far cry from the days when kids played mainly for fun, and experts warn that this seismic cultural shift is harming a generation of growing bodies.”
- Ⓓ “This isn’t about having to sit out for a game or cope with a little pain.”

2. Read the central idea of the section “Serious Consequences” stated in the box below. Then read the lines listed under it from the article. Which detail does NOT support the central idea?

Central idea: Overuse injuries are a problem for many young athletes.

- Ⓐ “In recent years, overuse injuries have risen, making up half of all teen sports-related injuries among teens and kids.”
- Ⓑ “You are particularly vulnerable to [overuse] injuries, thanks to a growth spurt that occurs during puberty.”
- Ⓒ “This growth spurt creates tension and instability in the muscles and tendons, making them more fragile and more susceptible to pulls or strains.”
- Ⓓ “There’s no evidence that kids who specialize in one sport are more likely to go pro . . .”

I chose _____ because _____

3. Read the details from the section "Too Much Intensity" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "'If you refuse to play, you lose the respect of the coach and your teammates,' he explains. 'You're supposed to stick it out.'"

Detail 2: "Kellen is describing what is known as 'warrior culture,' a widespread mentality in youth sports that encourages athletes to act like soldiers going into battle."

Detail 3: "Playing through pain is considered heroic, and winning is everything. So every day, teens like Kellen ignore what their bodies are saying."

"Travel Team Heartbreak" by Lauren Tarshis

4. Consider the central idea of the essay "Travel Team Heartbreak" stated in the box below. Write a detail that supports it from each of the sections listed. We filled in the first one for you.

Central Idea:

Jeremy's experience with basketball has enriched his life.

Supporting detail from the first section:

For Jeremy, basketball wasn't just a sport. It was a passion that filled his heart.

Supporting detail from "Cautious Hope":

Supporting detail from "Missing Out?":

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read "Playing With Pain" and "Travel Team Heartbreak." Then complete the activity below.

1. Imagine that you are writing a paragraph explaining why young athletes are suffering from overuse injuries.

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

- Ⓐ Young athletes are under pressure to specialize in one sport, which is leading to overuse injuries.
- Ⓑ Playing youth sports is not as fun as it used to be.
- Ⓒ Overuse injuries can happen sometimes.

B. Which quote provides the BEST text evidence to support the topic sentence you chose in part A?

- Ⓐ "Kellen shook out his stiff arm—a little swollen, but nothing unusual—and grabbed a ball to toss to his friend. That was when everything fell apart." (p. 12)
- Ⓑ "This isn't about getting having to sit out for a game or cope with a little pain." (p. 13)
- Ⓒ "Unlike a broken bone caused by a fall, overuse injuries develop over time as you repeat a particular action, like throwing a ball or swinging a racket." (p. 13)

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

- Ⓐ It explains why Kellen decided to focus on baseball.
- Ⓑ It proves that overuse injuries are a major problem.
- Ⓒ It illustrates how specializing in one sport can lead to overuse injuries.

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

Some young athletes feel pressure to specialize in a sport early in life.

- Ⓐ “But biology is only one reason young athletes may develop overuse injuries.” (p. 14)
- Ⓑ ““Kids in elementary school are being told by coaches that if they don’t play year-round, they won’t get a scholarship to college or a professional contract,’ Matava says.” (p. 14)
- Ⓒ “In fact, he and other experts cite studies showing that you’re more likely to have success in most sports at the college level if you diversify while you’re growing up.” (p. 14)

I chose ____ because _____

3. A. Choose three pieces of text evidence from “Travel Team Heartbreak” that BEST support the statement below.

There are benefits to playing on a travel team.

- Ⓐ “It wasn’t an injury that cut him down. It was travel team tryouts.” (p. 16)
- Ⓑ “In our town, like in many towns around the country, travel teams are the gateway to the big time.” (p. 16)
- Ⓒ “They get better coaching, more practices and games, and a chance to compete against skilled athletes from other towns.” (p. 16)
- Ⓓ “These same kids tend to get spots on the high school sports teams and catch the eyes of college recruiters.” (p. 16)
- Ⓔ “Jeremy was crushed when he found out he didn’t make the travel team.” (p. 17)

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 “Playing With Pain” in the form of a direct quotation.

- Ⓐ The author explains that Kellen thinks things might have gone differently for him if he hadn’t specialized in baseball at an early age. She quotes Kellen as saying, “I probably would have had a lot more fun” (p. 15). This shows what Kellen believes things would have been different if he’d played more than one sport.
- Ⓑ The author explains that Kellen thinks he would have had more fun if he’d played other sports (p. 15). This shows what Kellen believes things would have been different if he’d played more than one sport.
- Ⓒ The author explains that Kellen thinks things might have gone differently for him if he hadn’t specialized in baseball at an early age. She quotes Kellen as saying, “I probably would have had a lot more fun.”

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

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

- Ⓐ The author suggests that playing competitively can take the joy out of a sport. She writes that several of the athletes who played as kids now have nagging injuries or feel burned out on basketball after playing competitively for so long.
- Ⓑ The author writes that several of the people who played as kids now have nagging injuries or feel burned out on basketball after playing competitively for so long (p. 17).
- Ⓒ The author suggests that playing competitively can take the joy out of a sport. She writes that several of the people who played on the travel team as kids now have nagging injuries or feel burned out on basketball after playing competitively for so long (p. 17). Jeremy, however, still plays whenever he can, suggesting that he held on to his love for the sport.

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

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

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “Playing With Pain” and “Travel Team Heartbreak,” 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 “Playing With Pain” that BEST support the statement below.

Specializing in one sport at an early age can lead to overuse injuries.

- Ⓐ “But if you play a single sport five days a week year-round, you put yourself at great risk.” (p. 13)
- Ⓑ “This isn’t about having to sit out for a game or cope with a little pain.” (p. 13)
- Ⓒ “Unlike a broken bone caused by a fall, overuse injuries develop over time as you repeat a particular action, like throwing a ball or swinging a racket.” (p. 13)
- Ⓓ “With every hour spent on the field, however, you come closer to serious consequences.” (p. 13)

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

Young athletes feel pressure to specialize in a sport early in life.

- Ⓐ “But biology is only one reason young athletes may develop overuse injuries.” (p. 14)
- Ⓑ “‘Kids in elementary school are being told by coaches that if they don’t play year-round, they won’t get a scholarship to college or a professional contract,’ Matava says.” (p. 14)
- Ⓒ “In fact, he and other experts cite studies showing that you’re more likely to have success in most sports at the college level if you diversify while you’re growing up.” (p. 14)

I chose ____ because _____

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

The warrior culture in sports encourages students to play through pain.

Ⓐ ““If you refuse to play, you lose the respect of the coach and your teammates,”” he explains. ““You’re supposed to stick it out.”” (p. 14)

Ⓑ “Playing through pain is considered heroic, and winning is everything.” (p. 14)

Ⓒ _____

.....

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

STATEMENT:

Ⓐ ““If I hadn’t put all of my eggs in one basket,’ he says, ‘I probably would have had a lot more fun.””(p. 15)

Ⓑ “Ten years later, most of the kids who made that fifth-grade travel basketball team are no longer playing the sport.” (p. 17)

Ⓒ “Two wore out their knees from years of year-round play.” (p. 17)

.....

5. Now it’s your turn. Write a statement based on “Playing With Pain” and/or “Travel Team Heartbreak.” Then list two pieces of text evidence that support your statement.

STATEMENT:

Ⓐ _____

Ⓑ _____

Name: _____ Date: _____

Synthesizing

Directions: Using information from "Playing With Pain" and "Travel Team Heartbreak," list some of the problems facing young athletes today. Then check the box that shows where you found the information. In some cases, you will check both boxes. After you have watched our video *The Scope 5*, list possible solutions to each problem, drawing on the articles, the video, and your own ideas.

Problem	Source (check one or both)	Solution
The trend of specialization in youth sports is leading to an explosion of overuse injuries.	<input type="checkbox"/> "Playing With Pain" <input type="checkbox"/> "Travel Team Heartbreak"	
	<input type="checkbox"/> "Playing With Pain" <input type="checkbox"/> "Travel Team Heartbreak"	
	<input type="checkbox"/> "Playing With Pain" <input type="checkbox"/> "Travel Team Heartbreak"	
	<input type="checkbox"/> "Playing With Pain" <input type="checkbox"/> "Travel Team Heartbreak"	
	<input type="checkbox"/> "Playing With Pain" <input type="checkbox"/> "Travel Team Heartbreak"	

Name: _____ Date: _____

Close-Reading Questions

"Playing With Pain"

1. The author writes that the problem of overuse injuries is "plaguing teens across the country." What does the word *plaguing* suggest about the problem of overuse injuries? What does the author's use of the word reveal about her attitude toward the problem? (word choice, tone)
2. The author quotes two experts in the section "Serious Consequences." What key idea do these experts' quotes support? (key ideas and details)
3. What does the section "Too Much Intensity" add to the article? (text structure)
4. The author writes that overuse injuries make up nearly half of all teen sports injuries. Summarize why, according to the article, overuse injuries are so widespread. (summarizing; reading for information)

Name: _____ Date: _____

Close-Reading Questions

“Travel Team Heartbreak”

1. Lauren Tarshis repeats the line “*Bounce, bounce, swish*” several times in her essay. What literary device is she using? What purpose does it serve? (literary device)
2. Which details in “Travel Team Heartbreak” support the idea that specializing in a sport can lead to injury? (key ideas and details; synthesis)
3. Tarshis ends her essay with the line, “To me, it’s the sound of pure joy.” What does she mean? (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

"Playing With Pain" and "Travel Team Heartbreak"

1. How does the image on page 11 symbolize unity?
2. Drawing on both texts, what can you conclude about the connection between sports and identity?
3. Kellen is back to playing baseball. What advice might Lauren Tarshis give him?

Name: _____ Date: _____

Paired Texts Vocabulary

- 1. camaraderie (kah-muh-RAH-duh-ree)** *noun*; Camaraderie is a feeling of loyalty and friendship among the members of a group.
- 2. diversify (dih-VUR-suh-fiy)** *verb*; To diversify something is to make it more diverse (varied). For example, if you eat peanut-butter-and-jelly sandwiches for breakfast, lunch, and dinner, you could diversify your diet by eating a wider variety of foods.
- 3. jeopardize (JEP-er-dahyz)** *verb*; If you jeopardize something, you do something that puts it at risk. If you fail your math test, you jeopardize your overall grade in the class. If you spread rumors about a friend, you jeopardize your friendship.
- 4. relentless (rih-LENT-lihs)** *adjective*; *Relentless* means "determined and not stopping." If your little sister texts you 20 times a day about going ice skating this weekend, you might describe her as relentless. *Relentless* is often used to describe something that continues in a harsh or unforgiving way, such as a winter storm that lasts for days.
- 5. seismic (SIYZ-mik)** *adjective*; *Seismic* means "related to an earthquake or other vibration of the Earth." After the 2015 earthquake in Nepal, seismic activity was felt in the area for months. *Seismic* is also used to mean "huge and with a very powerful effect"—something with an effect so powerful that it's *like* an earthquake. If someone talks about a "seismic change," they mean a huge change.
- 6. specialize (SPESH-uh-liyz)** *verb*; To specialize is to focus on one activity or area of study. For example, a doctor who specializes in the heart sees only patients with heart problems, not patients with sore throats or stomach aches.
- 7. susceptible (suh-SEP-tuh-buhl)** *adjective*; To be susceptible to something is to be easily affected or influenced by it. Someone who is susceptible to headaches gets headaches a lot. A house that is susceptible to flooding is likely to flood whenever it rains. If you are susceptible to flattery, you are easily influenced by compliments.
- 8. vigil (VIJ-uhl)** *noun*; A vigil is staying alert—often at night—while watching for something or someone. You might keep vigil waiting for your dog to give birth to puppies. A vigil is also a way to commemorate someone's death, especially if it was sudden and unexpected. A community might hold a candlelight vigil for someone who died tragically.

Vocabulary Acquisition

PAIRED TEXTS: "Playing With Pain" and

"Travel Team Heartbreak," pages 11-17

December 2015/January 2016

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

Paired Texts Vocabulary Practice

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

1. Which event do you think created seismic change: the invention of the light bulb or the release of the latest version of Candy Crush?

Answer: _____

Why: _____

2. Which do you think is more likely to be susceptible to leaking: a brand new boat or a very old boat?

Answer: _____

Why: _____

3. When would you keep vigil: while waiting for news about your brother who got into a serious accident or while waiting for your popcorn to pop in the microwave?

Answer: _____

Why: _____

4. Which is relentless: a dog barking for hours or a cup of hot tea?

Answer: _____

Why: _____

Directions: Choose the sentence that provides the best example of the word in bold.

5. jeopardize

- Ⓐ If the football team doesn't win more games soon, they risk losing their chance to compete in the championship.
- Ⓑ The football team has not won a single game all season.
- Ⓒ If the football team continues to win, they will probably win the championship.

6. specialize

- Ⓐ The bakery makes all kinds of baked goods.
- Ⓑ The bakery makes only cupcakes.
- Ⓒ The bakery doesn't make very good cupcakes.

7. diversify

- Ⓐ Katie wore only black clothes the entire year.
- Ⓑ Katie used to wear only black clothes, but then she started wearing blue, green, and red clothes too.
- Ⓒ Katie got a lot of hand-me-downs from her older sister.

8. camaraderie

- Ⓐ Tim went on a group hike. Unfortunately, the people in the group didn't get along very well.
- Ⓑ Tim went on a hike by himself.
- Ⓒ The hiking trip was tough, but Tim and the others on the hike cheered each other on. They ended up having a great time.

Name: _____ Date: _____

“Let’s Bring Back the Joy!” Quiz

Directions: Read “Playing With Pain” and “Travel Team Heartbreak.” Then answer the questions below.

1. Which is NOT a key idea of “Playing With Pain”?
 - (A) Overuse injuries are a serious problem among young athletes.
 - (B) Little League elbow is a common injury.
 - (C) The focus of youth sports has shifted from fun to achievement.
 - (D) Young athletes may feel pressure to play when they are injured.
2. Consider the quote on pages 13-14 from Dr. Matt Matava, in which he compares overuse injuries to bending and unbending a paper clip. This quote
 - (A) opposes the point of view expressed by the other experts quoted in the article.
 - (B) gives readers an image to help them understand what an overuse injury is.
 - (C) explains how to avoid overuse injuries.
 - (D) supports the idea that sports are challenging.
3. On page 14, Crouch writes that a multibillion-dollar industry is “hoping to cash in on kids’ dreams.” She means that many businesses
 - (A) are trying to make money by selling products endorsed by young athletes.
 - (B) are paying kids to describe their dreams.
 - (C) are taking suggestions from kids.
 - (D) are hoping parents will spend money to support their kids’ dreams of becoming star athletes.
4. Lauren Tarshis writes that Jeremy “struggled to find an identity.” She means that Jeremy
 - (A) had a hard time figuring out who, if not a basketball player, he was.
 - (B) wasn’t sure if he still enjoyed playing basketball.
 - (C) often considered changing his name.
 - (D) had a hard time making friends.
5. Which best expresses Tarshis’s view of Jeremy’s experience?
 - (A) She believes that playing on an elite team has no benefits and is grateful that Jeremy never made it onto one.
 - (B) She regrets that Jeremy never made it onto an elite team because he missed out on opportunities to grow and learn.
 - (C) She believes Jeremy would have benefitted from being on an elite team, but that he benefitted in other ways from not being on such a team.
 - (D) She does not believe that being on an elite team would have affected Jeremy’s life in any way.
6. Both the article and the essay support which idea?
 - (A) Specializing and training hard in a sport from a young age can lead to injury and burnout.
 - (B) Today, kids are encouraged to play with pain.
 - (C) When he was younger, Jeremy felt left out.
 - (D) Sports are a multibillion-dollar industry.

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 sidebars about basketball (p. 13), football (p. 14), and track and field (p. 15). How do these sidebars support the idea that it’s smart to pursue a range of interests when you’re young?
8. According to “Playing With Pain” and “Travel Team Heartbreak,” what problems can occur if you specialize in a sport from a young age? Support your answer with details from both texts.

Name: _____ Date: _____

"Let's Bring Back the Joy!" Quiz

Directions: Read "Playing With Pain" and "Travel Team Heartbreak." Then answer the questions below.

1. Which is a key idea of "Playing With Pain"?

- (A) Little League elbow is a common injury.
- (B) Overuse injuries are a serious problem among young athletes.
- (C) Baseball injuries are the worst kinds of injuries.
- (D) An overuse injury is like bending and unbending a paper clip.

2. Which does "Playing With Pain" NOT include as a reason for the rise in overuse injuries?

- (A) The focus of sports has shifted from having fun to achievement.
- (B) Kids feel pressure to play through pain because of the "warrior culture" in youth sports.
- (C) Kids' bodies are developing more slowly than kids' bodies developed in the past.
- (D) A multibillion-dollar industry is telling kids they need to start serious training at an early age.

3. Crouch writes that overuse injuries can affect your life. Which detail supports that statement?

- (A) "It hurt too much to play."
- (B) "Youth sports are a far cry from the days when kids played mainly for fun . . ."
- (C) "You could miss an entire season, end your sports career, or even jeopardize your ability to do normal activities like running or jumping."
- (D) "In recent years, overuse injuries have risen . . ."

4. Lauren Tarshis writes that Jeremy "struggled to find an identity." She means that Jeremy

- (A) had a hard time figuring out who, if not a basketball player, he was.
- (B) wasn't sure if he still enjoyed playing basketball.
- (C) often considered changing his name.
- (D) had a difficult time making friends.

5. Which statement best expresses Tarshis's view of Jeremy's experience?

- (A) She believes that playing on an elite team has no benefits and is grateful that Jeremy never made it onto one.
- (B) She regrets that Jeremy never made it onto an elite team because he missed out on opportunities to grow and learn.
- (C) She believes Jeremy would have benefitted from being on an elite team, but that he benefitted in other ways from not being on such a team.
- (D) She does not believe that being on an elite team would have affected Jeremy's life in any way.

6. Both the article and the essay support which idea?

- (A) Specializing and training hard in a sport from a young age can lead to injury and burnout.
- (B) Today, kids are encouraged to play with pain.
- (C) When he was younger, Jeremy felt left out.
- (D) Sports are a multibillion-dollar industry.

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 sidebars about basketball (p. 13), football (p. 14), and track and field (p. 15). How do these sidebars support the idea that it's smart to pursue a range of interests when you're young?

8. According to "Playing With Pain," what problems can occur if you specialize in a sport from a young age? Support your answer with details from the article.

Joy in Sports Contest

In a well-organized essay, explain some of the problems in sports today and how we can solve them and bring back the joy. Five winners will each get *Curveball* by Jordan Sonnenblick.

Entries will be judged on:

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

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: Joy in Sports Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY February 15, 2015!

Name: _____ Date: _____

What's the Tone?

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

Directions: Read "Should Kids Get Paid to Do Chores?" Then read the examples and answer the questions below to explore the tone of each letter.

"I Deserve It" from Megan

1. One word that describes the tone of Megan's letter is helpful. Here are two reasons why:

- A. Megan begins her letter by mentioning two problems her parents face and then telling them how she can help. She writes, "You know how you and Dad are totally stressed out? And you know how I am always asking you for money? Well, I have the perfect solution to both problems: Pay me to help around the house."
- B. Megan spins her proposal in a way that makes it sound like paying her to do chores will help her grow as a person. When she lists ways that being paid to do chores would benefit her, she only lists ways that her parents would likely find appealing. For example, Megan states that her plan will make her successful in school and in her career, and teach her responsibility and how to manage money. Presumably, these are all things her parents want to teach her; Megan sounds like she's offering a way to help them do it.

2. Another word that describes the tone of Megan's letter is confident. Here is one reason why:

- A. "This plan will make your life easier," Megan writes, "and it will be good for me." This sentence conveys confidence: Megan states what *will* happen, not what might happen.

Write another reason the tone could be described as confident:

- B. _____

3. Another word that describes the tone of the letter is _____ (*fill in the blank*).

Write two reasons the tone could be described with the word you wrote in the blank:

A. _____

B. _____

"It's Not About Money"
from Megan's mom

4. One word that describes the tone of Mom's letter is reasonable. Here is one reason why:

A. Mom clearly explains why she is rejecting Megan's proposal. She writes, "Doing chores isn't the same as having a paying job. Chores have to be done—whether you get paid or not."

Write another reason the tone could be described as reasonable:

B. _____

5. Another word that describes the tone of Mom's letter is _____ (*fill in the blank*).

Write two reasons the tone could be described this way:

A. _____

B. _____

6. Mom's tone shifts in the last paragraph of her letter. A word that describes the tone of the last paragraph is _____ (*fill in the blank*).

Write one reason the tone could be described with the word you wrote in the blank:

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Kids Get Paid to Do Chores?" develop their arguments. We filled in some information for you.

	Megan	Mom
line(s) that express the central idea, or central claim		"Chores are part of family life, and we all need to pitch in to keep our home clean and organized." (p. 27)
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument	"Now, you might be thinking that I should just do all these chores for free." (p. 26)	
line(s) that contain the rebuttal to the counterargument		

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Kids Get Paid to Do Chores?" Complete the scavenger hunt on page 27. Then follow the steps below to write an argument essay.

STEP 1: DECIDE WHAT YOU THINK

Should kids get paid to do chores? 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! Kids should get paid for chores.

☐ No! Chores are a part of life.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which details from the debate support your opinion? What other information supports your opinion? List at least three supporting details here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you agree with Megan and think that kids should get paid to do chores, summarize Megan's mom's strongest arguments for why Megan SHOULD NOT get paid to do her chores. Alternatively, if you think kids should not get paid to do chores, summarize the main reasons Megan thinks they SHOULD.

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 your personal experience with chores. Do you help your parents around the house? Do you ever get paid to do so?
- 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 chores. One way you could structure your question is like this: "What's wrong with a kid getting paid to _____?"

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a very brief summary of the issue—in this case, that there is a disagreement about whether kids should get paid to do chores.

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 about whether kids should get paid for doing chores. 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 kids should get paid for doing chores. (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.

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:

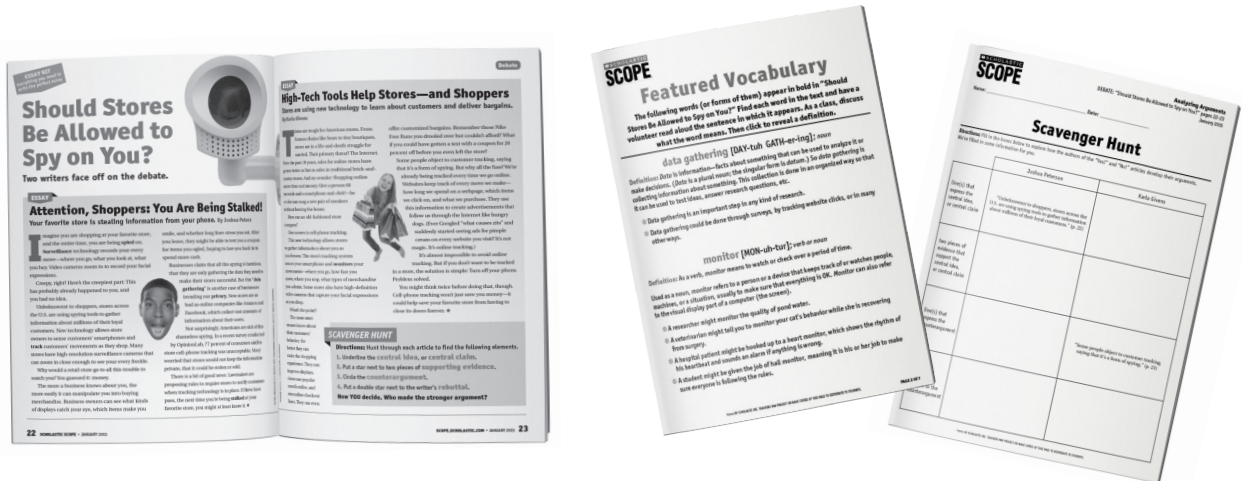
- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

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

How to Use the Debate/Scavenger Hunt

Bring this activity to life in your classroom



Preview: Your students read and evaluate two texts with opposing points of view. A text-marking activity then sets students up for a lively classroom debate.

Learning Objectives: to read and critique two argument essays, to develop a working vocabulary for discussing arguments, and to participate in a class debate

Key Skills: analyzing arguments, identifying central ideas and supporting details, comparing and contrasting, tone

Step-by-Step Lesson Plan

Text Marking, Debate, Argument Writing

1 Preparing to Read

(5 minutes, activity sheet online)

- Give students a minute or so to preview the text features—the headline, illustrations or photos, any charts or graphs, etc. Ask them what they think the article is going to be about.
- Project the list of **Vocabulary Definitions** (if provided) for students to refer to as they read. The reinforcement activity may be completed after reading or assigned as homework.

2 Reading, Text Marking

(30 minutes)

- Read both texts as a class.
- Ask: “No matter what you personally think about this issue, which author do you think makes the better argument?” Take a poll and tally the results on the board.
- Project the first text. Complete the Scavenger Hunt, modeling text marking on your whiteboard while students mark their magazines. Or, print the **Scavenger Hunt** activity sheet and distribute it.

- Have students complete the Scavenger Hunt for the second text in groups.

- As a class, discuss the question at the end of the Scavenger Hunt: Who made the stronger argument?

**Find all activity
sheets online at
SCOPE.SCHOLASTIC.COM**

student from the other group responds.

Students should quietly walk to the other side of the room if at any point during the debate they change their minds; be sure to ask any student who does this why he or she did so.

3 Discussion

(5 minutes)

Discuss the following as a class.

- ▶ What do the authors agree about?
- ▶ What do they disagree about?
- ▶ Which images support each author's argument? How?
- ▶ What is each author's tone? Explain your answer.

4 Debate

(15 minutes)

- Divide students into groups according to which author they believe makes the stronger argument. Have the groups stand on opposite sides of the room. Students can then debate: One student offers a reason (support) for his or her opinion; a

- At the end of the debate, compare the number of students who support each author with the number who supported each author before the debate.

5 Writing

(15 minutes, activity sheet online)

Optionally, have students complete the **Essay Kit** guided-writing activity to write an argument essay supporting their own point of view on the issue. Students can use the **Argument Essay Checklist** (available in *Scope's* online Activity Library) to evaluate and edit their essays.

Common Core State Standards:

R.1, R.2, R.3, R.6, R.8, R.9, W.1, W.4, W.5,
W.8, SL.1, L.1, L.2, L.3

Differentiation

For Struggling Readers

Ask students to write one paragraph in which they state which of the two authors they agree with more and why.

For Advanced Readers

Have students find another text whose author argues either for or against the issue at hand. Have students compare that text with the one in *Scope*. Which author does a better job of supporting their argument? Why?

Name: _____ Date: _____

Punctuating Prepositional Phrases

A *preposition* is a word that indicates location, time, or direction.
Here's a list of the most common prepositions:

<i>about</i>	<i>around</i>	<i>beside(s)</i>	<i>down</i>	<i>in front of</i>	<i>off</i>	<i>regarding</i>	<i>until</i>
<i>above</i>	<i>at</i>	<i>between</i>	<i>during</i>	<i>inside</i>	<i>on</i>	<i>since</i>	<i>up</i>
<i>across</i>	<i>because of</i>	<i>beyond</i>	<i>except</i>	<i>instead of</i>	<i>onto</i>	<i>through</i>	<i>upon</i>
<i>after</i>	<i>before</i>	<i>but</i>	<i>excepting</i>	<i>into</i>	<i>out</i>	<i>throughout</i>	<i>up to</i>
<i>against</i>	<i>behind</i>	<i>by</i>	<i>for</i>	<i>like</i>	<i>outside</i>	<i>to</i>	<i>with</i>
<i>along</i>	<i>below</i>	<i>concerning</i>	<i>from</i>	<i>near</i>	<i>over</i>	<i>toward</i>	<i>within</i>
<i>among</i>	<i>beneath</i>	<i>despite</i>	<i>in</i>	<i>of</i>	<i>past</i>	<i>under</i>	<i>without</i>

Prepositions followed by a noun, pronoun, gerund, or clause form *prepositional phrases*. The word or words that follow the preposition in a prepositional phrase are called the *object of the preposition*. Prepositional phrases usually follow one of two formulas:

1 Preposition + object of preposition (noun, pronoun, gerund, or clause)

Example: *I left my backpack at home today.*

In this phrase, *at* is the preposition, and *home* is the object.

2 Preposition + modifier (a word that adds description) + object of preposition (noun, pronoun, gerund, or clause)

Example: *My sister received a very large present from my grandmother.*

In this phrase, *from* is the preposition, *my* is the modifier, and *grandmother* is the object of the preposition.

So, what do prepositional phrases do? Prepositional phrases can act as *adjectives* or *adverbs* and modify nouns, pronouns, and clauses.

As an ADJECTIVE, prepositional phrases answer the question: *Which one?*

Example:

The book on the table is Sarah's.

Which book is Sarah's? The one on the table.
The prepositional phrase *on the table* is acting as an adjective and modifying the noun *book*.

As an ADVERB, prepositional phrases answer the questions: *How? When? Where? Why?*

Example:

Before school, Josh begged his mom to take him to the bakery.

When did Josh beg his mom to take him to the bakery? Before school.
The prepositional phrase *Before school* is acting as an adverb, modifying the verb *begged*.

Got it? Now, here is a rule to remember when punctuating prepositional phrases: **A comma should never be placed after the preposition, or in other words, between the preposition and its object. If the object has a modifier, there shouldn't be a comma before the modifier either!**

Incorrect: *Liz is going to, Rio de Janeiro, Brazil, for the Summer Olympics.*

To is the preposition and *Rio de Janeiro, Brazil* is the object. So there should NOT be a comma between *to* and *Rio de Janeiro*.

Incorrect: *The spinach in, my soup tastes bitter.*

In is the preposition and *soup* is the object. So there should NOT be a comma between *in* and *my*.

Correct: *I felt the soft sand under my feet as we walked along the beach.*

Under my feet and *along the beach* are both prepositional phrases, which do not require any commas.

Directions: In each sentence below, underline the prepositional phrase and circle the word or words the phrase is modifying. On the line, write ADJ if the prepositional phrase is acting as an adjective, and ADV if the phrase is acting as an adverb. We did the first one for you.

1. Liz is going (to stay) at my house this weekend. ADV

2. The fresh bagels on the counter smell delicious. _____

3. I ran around the track five times today. _____

4. Mackenzie is going to meet us at the restaurant. _____

Directions: Cross out the commas that do not belong in the sentences below. If the sentence is punctuated correctly, write C next to it.

5. The clothes in, the hamper have been there for, three weeks.

6. My sister Isabel went to, the park yesterday.

7. I am traveling to London in a few weeks for a gymnastics tournament.

8. Jared's friends from, his old school will be at the party.

9. According to Marcus, the best time to go running is in, the morning.

10. The shop on Maple Street that you wanted to visit is closed today, but it's open tomorrow.

11. Zane lives in the house across, the street from the soccer field.

Name: _____ Date: _____

Managing Your Modifiers

A *modifier* is a word or group of words that modifies, or describes, another word or group of words in a sentence. A *dangling modifier* describes something not clearly stated in the sentence. For example:

Incorrect: Having finished the essay, the movie was turned on.

The way this sentence is written makes it sound as if the movie finished the essay. "Having finished the essay" is supposed to modify a person, but that person is not mentioned.

Correct: Having finished the essay, Rebecca turned on the movie.

Directions: Read each incorrect sentence below. First, underline the dangling modifier in the sentence. Then rewrite the sentence so that it is correct. You may need to add words or commas. We did the first one for you.

1. Not having studied, the exam was extremely difficult.

Correct: Cameron, not having studied, found the exam extremely difficult.

2. Distracted while watching my cat squeeze into a box, the cookies burnt in the oven.

Correct: _____

3. The test was a breeze, having studied hard for weeks.

Correct: _____

4. Packing for vacation, my dog Bruno watched sadly the whole time.

Correct: _____

5. After reading *Mockingjay*, the movie version is going to be awesome!

Correct: _____

6. Totally exhausted, the trail down the mountain was grueling.

Correct: _____

Name: _____ Date: _____

Information Overload!

When you're writing an essay, each paragraph should have a main idea. Each sentence in the paragraph should support that main idea, and have a similar tone to the rest of the paragraph. *Extraneous information* is unrelated to your main idea—and it doesn't belong in your writing.

Directions: Read the following article and cross out any sentences that don't belong.

Around the World in Seven Months

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

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

Critics said she was too inexperienced to attempt the voyage and insisted her parents were foolish to let her go, but Jessica refused to let the naysayers bring her down. "I hated being

judged by my appearance and other people's expectations of what a 'little girl' was capable of," she says. I really admire her spirit and her courage.

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

Since her journey, Jessica hasn't slowed down. She was named the Young Australian of the Year in 2011, and she's been recognized with a number of other awards. She still races regularly, but she's stayed humble. "You just have to have a dream, believe in it, and work hard," she says. "Anything is possible." I want to try sailing now.

Name: _____ Date: _____

Can We Agree?

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

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

Adam *sings* beautifully.

The fuzzy ducklings *were* waiting for their mother.

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

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

Jay and Ellie *finish* the race.

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

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

Three hours *is* too long for a movie.

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

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

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

Our group *performs* the best dance every year.

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

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

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

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

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

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

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

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

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

Directions: For each sentence below, check one of the boxes to indicate whether the verb in boldface is correct or incorrect. Then explain your answer.

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

Explanation: _____

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

Explanation: _____

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

Explanation: _____

Name: _____ Date: _____

Good vs. Well

Good and **well** are often confused and misused. Here's what you need to know to use them correctly:

GOOD is an adjective.

- ▶▶ Use **good** to modify nouns or pronouns.
*We saw a **good** movie last night.*
*Mary is a **good** softball player.*
- ▶▶ Also use **good** to describe the way someone or something is.
*You look **good**.*
*That tastes **good**.*

WELL can be an adverb or an adjective.

- ▶▶ As an adverb, **well** modifies action verbs. Use it to describe how an action is done.
*She sings **well**.*
*Emily plays the part **well**.*
*Thanks to his new glasses, Ben sees **well**.*
- ▶▶ As an adjective, **well** means "in good health" or "satisfactory."
*Kate is **well** today.*
*All is **well** in the world.*

▶ If someone asks you how you are, it is OK to say either "I'm well" or "I'm good." Saying "I'm well" means that you are healthy. Saying "I'm good" means that you are happy and everything is fine.

Directions: Write the correct word—*good* or *well*—in each blank below.

1. They danced _____ at the party.
2. "Why does a bagel with strawberry cream cheese taste so _____?" asked Anna, taking another huge bite.
3. Brian and Jake were happy to be partners again. They always work _____ together.
4. "No need to yell. I can hear you very _____," said Veronica, holding the phone away from her ear.
5. The ice-cream sandwiches looked _____ to us.
6. Lindsay always has several _____ ideas for weekend plans.
7. Mrs. Shorter needed one more _____ picture for the yearbook.
8. Jacob did not feel _____; his stomach hurt and he had a fever.
9. Alex got an A on her math test, which made her feel really _____.
10. "I hope everything goes _____ tomorrow," said Jeremy.

Directions: Write one sentence using *good* and one sentence using *well*.

11. _____

12. _____

Name: _____ Date: _____

You Write It

Turning an Infographic Into a Letter

Directions: Read the infographic about reused wastewater. Then follow the steps below to write a letter about why your city or town should use reused wastewater.

1 Write a sentence that states the central idea of your letter.

CENTRAL IDEA

2 Use the information provided in the infographic to make a list of reasons your city or town should use reused wastewater. Then add at least one idea of your own.

WHY WE SHOULD USE REUSED WASTEWATER

3

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

Beginning:

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

Middle:

- Explain to your readers why your town or city should use reused wastewater, using the information you wrote in Step 2.

End:

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

Writing Tips!

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

"You Write It" Model Text

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

Why Pigs Make Great Pets

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

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

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

Transition words and phrases connect ideas.

Using different sentence lengths and structures makes the writing lively.

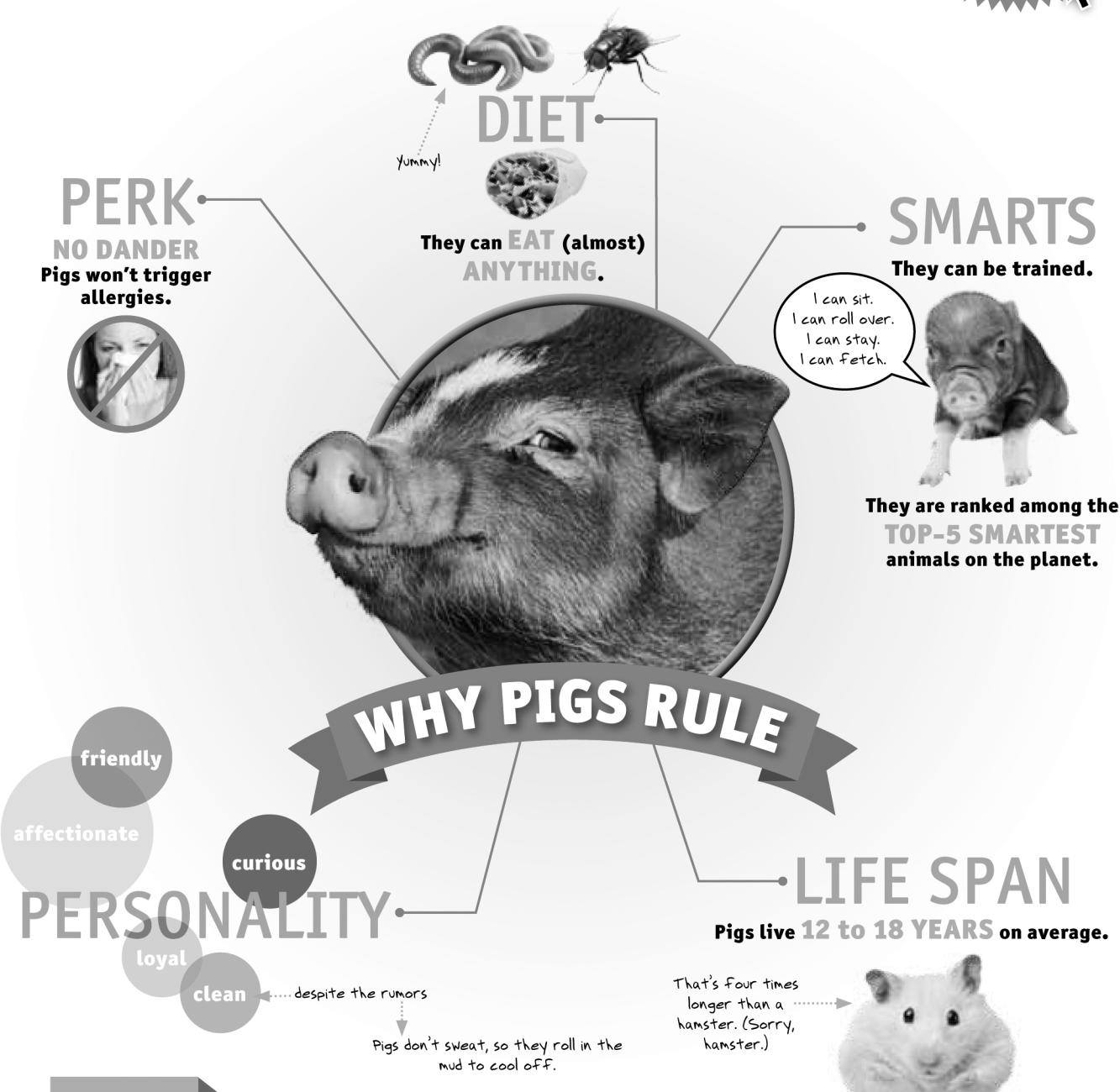
Ends with a call to action and a promise that the reader won't regret getting a pet pig.

You Write It

We did the research.
You write the story.

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

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



CONTEST

YOUR TASK: The Swiners Society has asked YOU for help. Write a paragraph, using the information above, to make the case that potbellied pigs make good pets. Then send it to the **You Write It Contest**. Three winners will each get a **\$25 Visa gift card**. Entries will be judged on: **1. a clear central idea; 2. effective use of supporting evidence; 3. good organization and transitions; 4. originality; 5. grammar.**

Wastewater Contest

Write to your city council or local government leader about why your city or town should use recycled wastewater. Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ having a clear central idea and supporting details
- ⇒ organization
- ⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

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

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

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

ENTRIES MUST BE RECEIVED BY February 15, 2015!