

# ~> ALL ACTIVITIES PREVIEW <~

HI TEACHERS!

This PDF contains a preview of all the activities that come with this issue of *Scope*. Please note that each activity is designed to be interactive, so your students can complete it on a device.

To get the interactive version of the activities in this preview, simply go to that article's story page and click on the ResourcesTab.

Enjoy!

THE SCOPE TEAM

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

# IT'S OR ITS?

These two words are easy to mix up. In this activity, you'll learn how to use these commonly confused words. Then you'll practice using them.

**Go to the next page to get started. →**

# It's and Its: What's the difference?

**It's** is a contraction of the phrases  
"it is" or "it has."

**It's** a beautiful painting.

**It's** been a long time since I played Monopoly.

Inez says **it's** very hot out today.

**Its** is a possessive that indicates  
ownership.

The cat looked sadly at **its** empty bowl.

That app sure takes **its** time loading.

The airplane is on **its** way to Paris.

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

1. **Its/It's** never snowed on my birthday before.
2. "That dog is so adorable!" exclaimed Tyree. "Look, **its/it's** wearing a sweater."
3. I love the new soccer field. **Its/It's** so green, and **its/it's** right next to the park.
4. **Its/It's** hard to believe that plant has already outgrown **its/it's** pot.
5. The parrot rearranged **its/it's** feathers using **its/it's** beak.
6. **Its/it's** hard to get my chores done when **its/it's** such a nice day outside.

**Directions:** In the box below, write your own sentence using *its* or *it's* or both.

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

Go to Scope  
Online to listen  
to the words and  
definitions read  
aloud.

# VOCABULARY PREVIEW

## "Searching for the *Titanic*"

### bioluminescent

(bahy-oh-loo-muh-NES-uhnt) *adjective*

Bioluminescence  
(bahy-oh-loo-muh-NES-uhns) is  
the production and giving off of  
light by a living organism.

*Bioluminescent* is the adjective  
used to describe such an organism.  
Fireflies are bioluminescent  
insects.

### demise

(dih-MAHYZ) *noun*

*Demise* is a synonym for "death."

*Demise* can also refer to the ending  
of something, if that ending is like  
a death. Some say that online  
shopping may one day bring about  
the demise of the shopping mall.

### glean

(gleen) *verb*

As it is used in the article, *glean*  
means "to gather information or  
find something out bit by bit," as in  
"From the bits of conversation that  
she overheard, Angela gleaned  
that the Andersons' missing dog  
had been found safe and sound."

## opulent

(AHP-yuh-luhnt) *adjective*

Someone or something that is opulent has or shows great wealth, and is fancy or luxurious in an over-the-top or showy way. At an opulent dinner, you might sit at a table decorated with candles and fresh flowers and be served course after course of fine food while sipping your drink from a crystal glass. Someone who lives in a mansion with their own private movie theater, bowling alley, and swimming pool—when they are not traveling around the world in their private jet—leads an opulent lifestyle.

## plume

(ploom) *noun*

A plume is a feather or group of feathers on a bird. Peacocks are known for their spectacular green and blue plumes.

*Plume* can also mean "a tall, thin column of steam, smoke, or water that is rising into the air." If someone is burning a fire in their fireplace, you'll see a plume of smoke coming out of the chimney.

## poignant

(POYN-yuhnt) *adjective*

Something that is poignant causes strong feelings of sadness, regret, or reflection. A poignant piece of music is moving and touches you deeply. Looking at an old photo of you and your best friend who recently moved away might be a poignant experience.

## prevail

(pri-VEYL) *verb*

To prevail is to win or triumph over someone or something. The crowd at a tennis match might cheer if the underdog prevails over the reigning champion.

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

# VOCABULARY PRACTICE

## "Searching for the *Titanic*"

**Directions:** Circle the letter for the best answer choice.

1. Which sentence uses the word *plumes* correctly?  
A. I like watching the plumes of steam rise from my mug of hot chocolate.  
B. After the storm, the street was littered with fallen plumes.
2. How might someone react to a poignant scene in a movie?  
A. by crying  
B. by falling asleep
3. Which might be responsible for an arcade's demise?  
A. Its prices are too high—no one can afford to go.  
B. It has all the most popular games.

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

4. In the dark ocean depths, the scientist saw a flashing blue light coming from **bioluminescent/opulent** jellyfish.
5. With so many strong spellers, it's hard to know who will **prevail/glean** in this year's spelling bee.
6. The **opulent/poignant** throne was covered in luxurious velvet and sparkling gemstones.
7. After years of observing the squirrels in his neighborhood, Oscar has **prevailed/gleaned** quite a bit of knowledge about the animals.

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

## Close-Reading Questions

### "Searching for the *Titanic*"

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1. What effect did the *Titanic*'s sinking have on the public in 1912? Why are so many people fascinated by the *Titanic* to this day? (cause and effect)
2. In the first section of the article and in the photo caption "Mysteries of the Deep," author Lauren Tarshis compares the deep sea to outer space. Why? (author's craft)
3. What role did technology play in the discovery of the *Titanic*? (key ideas and details, problem and solution)
4. Ballard did not know exactly where the *Titanic*'s wreck was located. How did he overcome this problem? (problem and solution)
5. How did Robert Ballard's and Jack Grimm's quests to find the *Titanic* differ? (compare and contrast)



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

## Critical-Thinking Questions

### "Searching for the *Titanic*"

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1. What does Ballard's quest for the *Titanic* reveal about him as a person? Name three character traits one might use to describe him.

2. Reread the caption titled "*Titanic* Treasures." Do you think objects should have been removed from the wreck of the *Titanic*?

3. Why do you think humans have a desire to explore the world, and in particular, dangerous places like the deep sea?

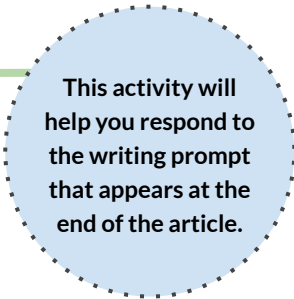
Name: 

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# FINDING THE *TITANIC*

Read “Searching for the *Titanic*.” Then complete this activity to help you think about the challenges Robert Ballard faced in his quest to find the *Titanic* and how he overcame them. Support your answers with text evidence.

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This activity will help you respond to the writing prompt that appears at the end of the article.

**1** Deep sea exploration is dangerous and difficult. Why? How did Ballard overcome this challenge?

**2**

**Nobody knew exactly where in the North Atlantic the *Titanic* had sunk. Why? How did Ballard overcome this challenge?**

**3**

Think about the challenges you just explored along with any other obstacles Ballard faced in his quest to find the *Titanic*. What character traits do you think helped Ballard overcome those challenges?

# CHOICE BOARD

## "SEARCHING FOR THE *TITANIC*"

Journey to the deepest depths of the ocean on this fascinating website:

<https://neal.fun/deep-sea/>

**Then create a 3-2-1 chart:**

- 3** things you learned
- 2** things you recognize from the article
- 1** question you have

Hunt for the answer to your question and record it on your chart.

With at least one other classmate, go to Scope Online to read or listen to the narrative nonfiction article "Vanished." It details another great mystery Robert Ballard is attempting to solve. Then discuss: What do the *Titanic* and Amelia Earhart's plane have in common? Why do people continue to be so interested in these stories?

Imagine you are a journalist during the time Robert Ballard discovered the *Titanic* wreck. Write a newspaper article about the discovery.

What challenges did Robert Ballard face in his quest to find the *Titanic*? How did he overcome those challenges? Answer both questions in a well-organized essay. Support your ideas with text evidence.

*Note: This is the contest prompt that appears at the end of the story.*

At Scope Online, read the debate "Would You Visit the *Titanic*?" Then watch the video "Save the *Titanic* with Bob Ballard":

<https://www.nationalgeographic.org/media/save-titanic/>

Afterward, respond to the prompt at the end of the debate: Would you visit the *Titanic*? Gather support for your opinion from the debate, the video, and "Searching for the *Titanic*."

Record a video of yourself explaining how advances in technology have helped humans learn more about the deep ocean.

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

## “Searching for the *Titanic*” Quiz

Directions: Read “Searching for the *Titanic*.” Then answer the questions below.

1. Which line from the article helps explain why the *Titanic*’s sinking was so shocking?
  - A. “The submarines that existed in 1912 could not venture that far down.”
  - B. “Six hundred thousand dollars’ worth of sonar and other borrowed equipment plunged into the sea.”
  - C. “Built from the strongest steel, according to the most modern designs, the *Titanic* was said to be unsinkable.”
  - D. “Ballard became more determined to find the wreck.”
2. It was difficult to find the wreck of the *Titanic* because the ship had \_\_\_\_\_. Choose TWO.
  - A. frozen
  - B. exploded
  - C. sunk so deep
  - D. drifted as it sank
3. Early submersibles were dangerous and could remain underwater for only a few hours at a time. How did Robert Ballard solve this problem?
  - A. He joined millionaire Jack Grimm’s team in its quest to find the *Titanic*.
  - B. He borrowed sonar equipment from the U.S. Navy.
  - C. He read survivors’ stories about the night the *Titanic* sank.
  - D. He designed a remote-controlled submersible.
4. Lauren Tarshis writes, “Ballard scoured historical records until finally settling on a 100-square-mile area to search.” In this sentence, *scour* is used to mean
  - A. to rub something hard in order to clean it.
  - B. to search through or examine something closely in order to find something.
  - C. to discover something surprising or unexpected.
  - D. to permit someone or something to enter.
5. Tarshis writes, “The *Titanic*’s crew had been warned that icebergs lurked in the ship’s path.” The word *lurked*
  - A. suggests that icebergs were abundant in the Atlantic Ocean at that time.
  - B. tells readers that the ship was moving with great speed.
  - C. implies that the icebergs were not easily visible and posed a great threat to the ship.
  - D. indicates that the crew could have avoided the icebergs.
6. Which is a central idea of “Searching for the *Titanic*”?
  - A. Money is the key to success.
  - B. Advances in technology can come with risks.
  - C. The past is best forgotten.
  - D. Hard work and determination can pay off.





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

## “Searching for the *Titanic*” Quiz

Directions: Read “Searching for the *Titanic*.” Then answer the questions below.

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1. The public was shocked when the *Titanic* sank because it \_\_\_\_\_.
  - A. had made many trips
  - B. traveled slowly
  - C. was brand-new, expensive, and strong
  - D. was lightweight
2. It was difficult to find the wreck of the *Titanic* because the ship had \_\_\_\_\_.  
Choose TWO.
  - A. frozen
  - B. exploded
  - C. sunk so deep
  - D. drifted as it sank
3. Which is NOT an obstacle Robert Ballard faced when searching for the *Titanic*?
  - A. competition from Jack Grimm
  - B. damage to his ship’s equipment
  - C. difficulty locating the shipwreck
  - D. laws against searching for the wreck
4. Lauren Tarshis writes of the *Titanic*, “Decades had passed since its sinking, yet millions of people, like Ballard, remained entranced by the ship.” Which word could replace *entranced* without changing the meaning of the sentence?
  - A. constructed
  - B. fascinated
  - C. aware
  - D. frightened
5. Tarshis writes, “The *Titanic*’s crew had been warned that icebergs lurked in the ship’s path.” The word *lurked* implies that icebergs were \_\_\_\_\_.
  - A. plentiful
  - B. large and beautiful
  - C. hidden and harmful
  - D. melting
6. Tarshis’s article is mainly about
  - A. the U.S. Navy’s secret missions.
  - B. the construction of the *Titanic*.
  - C. creatures that thrive in the deep sea.
  - D. one man’s quest to find the *Titanic*.

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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

7. What role did *Argo* play in the discovery of the *Titanic*? Use text evidence from the article to support your answer.
8. Support the following claim using text evidence: Lauren Tarshis expresses awe and wonder as she writes about the deep sea.

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

# 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.

Answer the questions to help you write an objective summary of  
"Searching for the *Titanic*."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

3. What problem is faced by the main person or people?

4. What was done to solve the problem?

5. Write any other important details you haven't mentioned.

**Your turn!** Write an objective summary of “Searching for the *Titanic*.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

## Summary of "Searching for the *Titanic*"

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

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

# SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a story is about. It includes only the most important details. It does not include the opinions of the person writing it.

**Directions:** Organize the sentences below to create an objective summary of "Searching for the *Titanic*." Cut them into strips and rearrange them, or place numbers next to the sentences. There are two sentences you should NOT use in your summary, because they are irrelevant or opinions. You can discard these strips or place an X next to those sentences.

Six hundred thousand dollars' worth of sonar and other borrowed equipment was knocked into the ocean by a part of Ballard's ship that came loose and crashed down.

☐

He invented a remote-controlled submersible called *Argo* that could capture footage over large underwater areas.

☐

Ballard went to college to become an oceanographer.

☐

Ballard made his first attempt to find the wreck in 1977, but the search ended in disaster.

☐

In 1984, Ballard decided to resume his search for the *Titanic* using *Argo*.

☐

Ballard grew up in Southern California.

☐

On September 1, 1985, explorer Robert Ballard found the most famous shipwreck in history: the *Titanic*.

☐

Finally, in September 1985, Ballard and his team located the wreck of the *Titanic*.

☐

After that, Ballard decided to set his dreams of finding the *Titanic* aside and focus on another goal of his: improving deep-sea exploration technology.

☐

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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read "Searching for the *Titanic*." Then complete this activity.

**Imagine you are writing a paragraph about how Robert Ballard's search for the *Titanic* went.**

**1. Which sentence would be the best topic sentence for your paragraph?**

- ☐ **A.** Robert Ballard found the *Titanic* in 1985.
- ☐ **B.** Robert Ballard was fascinated by the *Titanic*.
- ☐ **C.** Robert Ballard faced many challenges in his quest to find the *Titanic*.

**2. Which text evidence BEST supports the sentence you chose in Question 1?**

- ☐ **A.** "Ballard's failure made it hard for him to get support for another search."
- ☐ **B.** "Decades had passed since its sinking, yet millions of people, like Ballard, remained entranced by the ship."
- ☐ **C.** "Ballard realized what he was looking at: one of the *Titanic*'s boilers—a part of the ship's engines."

**3. Which line explains why the text evidence you chose in Question 2 is relevant?**

- ☐ **A.** It shows that Ballard found the ship.
- ☐ **B.** It provides an example of the challenges Ballard faced in his search.
- ☐ **C.** It shows how interested in the *Titanic* Ballard was.

**4. Choose the piece of text evidence that BEST supports the statement below.**



**Statement:**  
People have long been fascinated with the deep ocean.

- ☐ A. "Ballard had spent more time in deep-sea submersibles than almost any other human."
- ☐ B. "Then, in 1960, two researchers in a submersible—a tiny, submarine-like vehicle called the *Trieste*—reached the deepest known part of the ocean on Earth..."
- ☐ C. "The *Titanic* was lost in a world as mysterious and unreachable as outer space."

**Explain your answer to Question 4. How does it support the statement?**

**5. Choose TWO pieces of text evidence that BEST support the statement below.**



**Statement:**  
The *Titanic* tragedy could have been prevented.

- ☐ A. "The *Titanic*'s crew had been warned that icebergs lurked in the ship's path, yet the captain kept the ship steaming across the ocean at close to top speed."
- ☐ B. "Surely the *Titanic* had also broken apart as it sank, Ballard realized."
- ☐ C. "... the *Titanic* was said to be unsinkable."
- ☐ D. "Even after the collision, it might have been possible to save all the passengers, but the ship carried only enough lifeboats for half those on board."

**Choose one piece of text evidence from Question 5 and explain why it does NOT support the statement.**

6. Which paragraph correctly uses text evidence from the article in the form of a quotation?

- ☐ A. Ballard's discovery of the *Titanic* wreck helped us learn more about what happened the night the ship sank. For example, Tarshis writes that Ballard and his team "found that the ship had cracked in half just before it sank" (10). This piece of information would not have been known had Ballard never located the wreck.
- ☐ B. Ballard's discovery of the *Titanic* wreck helped us learn more about what happened the night the ship sank. "They found that the ship had cracked in half just before it sank."
- ☐ C. Ballard's discovery of the *Titanic* wreck helped us learn more about what happened the night the ship sank. For example, Tarshis writes that Ballard and his team discovered that the ship had cracked in half just before it sank. This piece of information would never had been known had Ballard never located the wreck.

Explain why the two answers you did NOT choose are incorrect.






**7. Which paragraph correctly uses text evidence from the article in the form of a paraphrase?**

- ☐ A. The creation of *Argo* helped lead to the discovery of the *Titanic*. As Tarshis explains, *Argo* was able to find two lost submarines by following the debris trails they had left on the ocean floor (9).
- ☐ B. The creation of *Argo* helped lead to the discovery of the *Titanic*. *Argo* was able to find two lost submarines by following the debris trails they had left on the ocean floor. This helped Ballard realize that he could find the *Titanic* in the same way.
- ☐ C. The creation of *Argo* helped lead to the discovery of the *Titanic*. As Tarshis explains, *Argo* was able to find two lost submarines by following the debris trails they had left on the ocean floor (9). This helped Ballard realize that he could find the *Titanic* in the same way.

**Explain why the two answers you did NOT choose are incorrect.**

**8. Now it's your turn. In the box below, write a paragraph explaining how Ballard was able to locate the *Titanic*. Be sure to include:**

-  a topic sentence
-  at least one piece of text evidence in the form of a paraphrase or a direct quotation
-  a sentence that states how that evidence supports your central idea

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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read "Searching for the *Titanic*." Then complete this activity.

**1. Choose the TWO pieces of text evidence that BEST support the statement below.**



**Statement:**

The *Titanic* tragedy could have been prevented.

- ☐ A. "The *Titanic*'s crew had been warned that icebergs lurked in the ship's path, yet the captain kept the ship steaming across the ocean at close to top speed."
- ☐ B. "Surely the *Titanic* had also broken apart as it sank, Ballard realized."
- ☐ C. "... the *Titanic* was said to be unsinkable."
- ☐ D. "Even after the collision, it might have been possible to save all the passengers, but the ship carried only enough lifeboats for half those on board."

**2. Choose the piece of text evidence that BEST supports the statement below.**



**Statement:**  
People have long been fascinated by the deep ocean.

- ☐ A. "Then, in 1960, two researchers in a submersible—a tiny, submarine-like vehicle called the *Trieste*—reached the deepest known part of the ocean ..."
- ☐ B. "Ballard had spent more time in deep-sea submersibles than almost any other human."
- ☐ C. "The *Titanic* was lost in a world as mysterious and unreachable as outer space."

**Explain your answer to Question 2. How does it support the statement?**

**3. Read the lines from the article that appear below. Write a statement that they all support.**



**Statement:**

- ☒ A. "The U.S. Navy was paying for this mission and had provided the ship and equipment. It had given Ballard a strict deadline, after which he and his team would have to head home."
- ☒ B. "But then, just days into the voyage, a 50-ton piece of Ballard's ship came loose and crashed down. Six hundred thousand dollars' worth of sonar and other borrowed equipment plunged into the sea."
- ☒ C. "Ballard's failure made it hard for him to get support for another search."

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

## 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.

Answer the questions below to explore the text features in "Searching for the *Titanic*."

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this feature create?

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2. How does the timeline titled "The Race to the Deep" contribute to the article?

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3. Into what section of the article would information from the caption titled "Ship of Dreams" fit best?

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4. Consider the subheadings throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

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

## 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 often has multiple text structures.

**Common text structures are listed in the blue boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Searching for the *Titanic*."**

**1.** The first three paragraphs of the section "Frozen Terror" use **description**. What is the author describing? For what purpose?

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### Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

### Cause & Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

**2.** Circle the text structure the author uses in the section "Other Dreams."

**compare/contrast      problem/solution**

Explain how you know, using evidence from the text.

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### Problem & Solution

Presents a problem and explains how it is solved

### Compare & 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. A.** Which text structure does the author use in the section "Bomb Craters"?

**B.** Explain how you know. Use text evidence to support your answer.

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**Description or List**

Includes details to help you picture or get to know a person, a place, a thing, or an idea

**Cause & Effect**

Explains *why* something happened (cause) and *what* happened as a result (effect)

**Problem & Solution**

Presents a problem and explains how it is solved

**Compare & 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)

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

# IDENTIFYING NONFICTION ELEMENTS

**Directions:** Use this activity as you read "Searching for the *Titanic*."  
For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.





# BEFORE READING

## Analyze Text Features

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this feature create?

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2. How does the timeline titled "The Race to the Deep" contribute to the article?

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3. Into what section of the article would information from the caption "Ship of Dreams" fit best?

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4. Consider the **subheadings** throughout the article, along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

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# DURING READING

## Text Structure, Text Evidence

5. A. Put a ✓ in the box that BEST describes the **text structure** of the section "Other Dreams."

cause and effect

compare and contrast

problem and solution

B. Explain how you know.

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6. A. Imagine you are writing a paragraph explaining how Robert Ballard's search for the *Titanic* went.

Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

- ☐ A. Robert Ballard located the *Titanic* on September 1, 1985.
- ☐ B. Robert Ballard began his second search for the *Titanic* in 1984.
- ☐ C. Robert Ballard encountered many challenges while searching for the *Titanic*.

B. Find a piece of text evidence that supports the sentence you chose in part A.

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# AFTER READING

## Central Ideas and Details

7. Below are three **supporting details** for a **central idea** of the article. In the space provided, write a central idea that these details support.

Central Idea		
<b>Detail #1</b> "Finally, after three missions costing millions of dollars, Grimm ended his <i>Titanic</i> quest."	<b>Detail #2</b> "The days ticked by with no sign of the <i>Titanic</i> , not even a glint of metal."	<b>Detail #3</b> "But where exactly was the <i>Titanic</i> ? Nobody was sure."

## Objective Summary

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

[illegible]

# GLOSSARY OF NONFICTION TERMS

## CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it’s what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrased (put into your own words). See also: *objective summary* and *supporting details*.

## HEADLINE:

The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

## OBJECTIVE SUMMARY:

*Objective* means “not influenced by personal feelings or interpretation,” and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

## SUBHEADING (or SUBHEAD):

The heading, or title, of a section of a text, sometimes called a “subtitle.” It’s a title that comes after the headline and is usually in smaller print than the headline.

# GLOSSARY OF NONFICTION TERMS

## SUPPORTING DETAILS:

Information used to support an argument or a claim (also called “supporting evidence”). If you are writing about something you have read, you need to use supporting details to back up or prove whatever point you are making. Most of your supporting details will be from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting details that come directly from the text you are writing about are also called “text evidence.”

## TEXT STRUCTURE:

The way an author organizes information in a text. An entire text may have the same structure, but in many cases, different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures: description, sequence of events, problem and solution, cause and effect, and compare and contrast.

## TEXT FEATURES:

Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, in italics, or that is underlined), subheads, tables of contents, charts and graphs, bullet points, and glossaries are all examples of text features.

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

# IDENTIFYING NONFICTION ELEMENTS

**Directions:** Use this activity as you read "Searching for the *Titanic*."  
For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.



# BEFORE READING

## Analyze Text Features

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this feature create?

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2. How does the timeline titled "The Race to the Deep" contribute to the article?

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3. Into what section of the article would information from the caption "Ship of Dreams" fit best?

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4. Consider the **subheadings** throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

Put a  next to one or more of the tone words provided, and/or write your own in the box at the end.


<input type="checkbox"/> worried	<input type="checkbox"/> suspenseful	<input type="checkbox"/> serious	<input type="checkbox"/> delighted	<input type="checkbox"/> fascinated	<input type="checkbox"/> <div style="border: 1px solid black; width: 150px; height: 30px; display: inline-block;"></div>
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# DURING READING


## Text Structure, Text Evidence

5. In the section "Bomb Craters," the author uses a sequence-of-events **text structure**.

Which words and phrases could help you identify this text structure? Put a  next to the answer.

- ☐ A. *A trail of breadcrumbs, giant boulders*
- ☐ B. *U.S. Navy, Argo, Titanic*
- ☐ C. *By 1984; On August 24, 1985; the days ticked by*

6. Imagine you are writing a paragraph describing Robert Ballard's search for the *Titanic*.

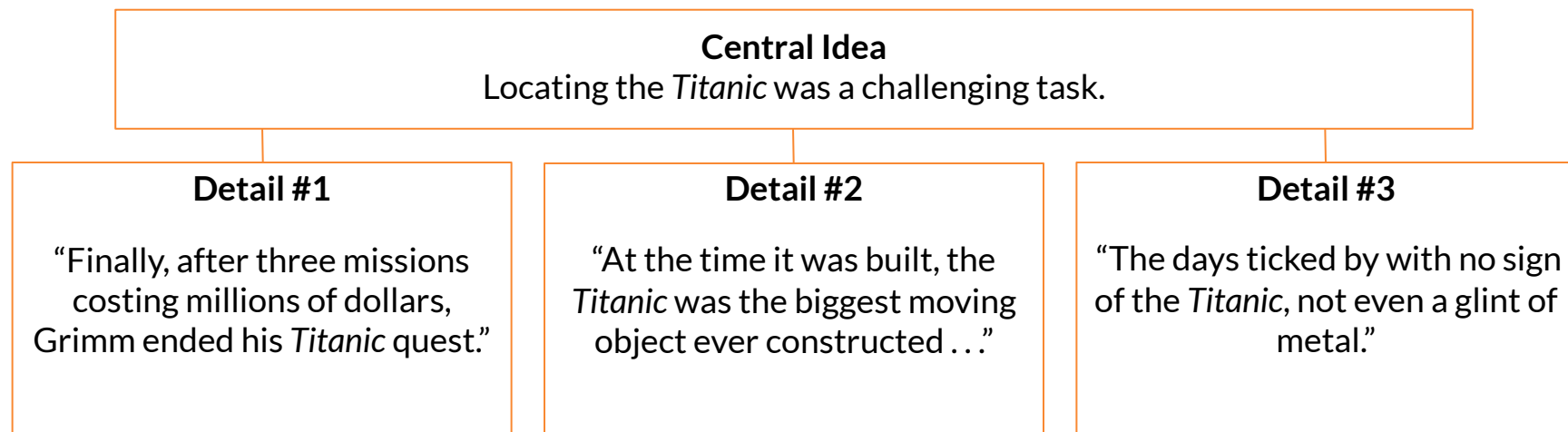
Which sentence would be the best topic sentence for your paragraph? Put a  next to the answer.

- ☐ A. Robert Ballard began his second search for the *Titanic* in 1984.
- ☐ B. Robert Ballard invented *Argo*.
- ☐ C. Robert Ballard encountered many challenges when searching for the *Titanic*.

# AFTER READING

## Central Ideas and Details

7. A. Below is a **central idea** of "Searching for the *Titanic*" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.




B. Explain why the detail you crossed out DOES NOT support the central idea above.

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## Objective Summary

8. An **objective summary** is a short statement or paragraph that tells what an article is about. Place an  next to the three sentences below that should NOT be included in an objective summary of "Searching for the *Titanic*"

- a. Robert Ballard has a cool job.
- b. Ballard's first attempt to find the *Titanic* failed.
- c. When Ballard began his search, no one was certain where the wreck of the *Titanic* was.
- d. Ballard is from Southern California.
- e. Ballard's discovery of the *Titanic* helped the world learn more about the ship.
- f. On September 1, 1985, explorer Robert Ballard found the most famous shipwreck in history: the *Titanic*.
- g. Ballard invented a remote-controlled submersible called *Argo* and used it to find the *Titanic*.
- h. Robert Ballard went to college to become an oceanographer.

# GLOSSARY OF NONFICTION TERMS

## CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it’s what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrased (put into your own words). See also: *objective summary* and *supporting details*.

## HEADLINE:

The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

## OBJECTIVE SUMMARY:

*Objective* means “not influenced by personal feelings or interpretation,” and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

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# GLOSSARY OF NONFICTION TERMS

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## Video Discussion Questions

**“Beyond the Story: Searching for the *Titanic*”**

1. In your own words, describe the debate about what to do with the objects from the *Titanic* wreck. Which side do you agree with? Explain your answer.
2. The narrator explains that the *Titanic* is “not in great shape” today (4:11). How do the images and narration in this section of the video support her statement?
3. Would you want to go down to explore the *Titanic*? Explain why or why not, using evidence from the video.

# Titanic Contest

What challenges did Robert Ballard face in his quest to find the *Titanic*? How did he overcome those challenges? Answer both questions in a well-organized essay.

Support your ideas with text evidence. Send your essay to Titanic Contest.

Three winners will each get *Unsinkable* by Gordon Korman.

## Entries will be judged on:

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

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

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

Go to Scope  
Online to listen  
to the words and  
definitions read  
aloud.

# VOCABULARY PREVIEW

## *The Legend of Robin Hood*

### **bounty**

(BOUN-tee) *noun*

Bounty is money given as a reward for capturing someone or something, as in, “The sheriff offered a \$500 bounty for the bank robber’s capture.”

*Bounty* can also mean “things given or occurring in generous amounts.” Your school garden might provide a bounty of vegetables. A baking website might offer a bounty of ideas for making delicious cupcakes.

### **brawn**

(brawn) *noun*

Brawn is muscular strength. Exercise and lifting weights can help you build brawn.

### **loathe**

(lohth) *verb*

To loathe something is to dislike it very much. If you loathe spinach, you probably wouldn’t eat it even if someone paid you.

### **perceptive**

(per-SEP-tiv) *adjective*

Someone who is perceptive notices and understands things easily and quickly, even when they’re not obvious. A perceptive friend will notice when you are upset, even if you are trying to act like everything is OK.



## shire

(SHAH-yuhr) *noun*

A shire is a district in England. Many shires have “shire” in their name, such as Bedfordshire and Nottinghamshire. (Nottinghamshire is the shire in which the city of Nottingham is located.)

## valiantly

(VAL-yuhnt-lee) *adverb*

The adjective *valiant* (VAL-yuhnt) means “very brave or courageous.” Something that is done valiantly is done with great courage and determination, as in “The firefighter valiantly ran into the burning building to save lives.”

## varlet

(VAHR-lit) *noun*

Long ago, a varlet was a male servant who assisted a knight. If you were to travel back in time, you might see a varlet helping a knight put on his armor. *Varlet* can also mean “a dishonest, deceitful person.” In other words, a rascal, a villain, a scoundrel.

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

# VOCABULARY PRACTICE

## *The Legend of Robin Hood*

**Directions:** Fill in the blank with a form of a word in the box below to complete each sentence. There is one word you will not use.

### WORD BANK

perceptive    brawn    loathe    bounty    shire

1. My baby sister is \_\_\_\_\_. She noticed a pattern in the colored beads on my necklace almost immediately.
2. Moving this huge, heavy table will require \_\_\_\_\_.
3. Joey knew he wouldn't have to share the oatmeal raisin cookies; the rest of his family \_\_\_\_\_ raisins.
4. A \_\_\_\_\_ was offered for information leading to the arrest of William "Sticky Fingers" Jackson, the most infamous jewel thief in the West.

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

- |                      |                     |
|----------------------|---------------------|
| 5. <b>varlet</b>     | 8. <b>brawn</b>     |
| A. servant           | A. strength         |
| B. boss              | B. weakness         |
| 6. <b>perceptive</b> | 9. <b>valiantly</b> |
| A. observant         | A. cowardly         |
| B. unaware           | B. heroically       |
| 7. <b>shire</b>      | 10. <b>bounty</b>   |
| A. continent         | A. reward           |
| B. district          | B. punishment       |



# ***The Legend of Robin Hood***

**Directions:** Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. A villain in one person’s eyes may be a hero in another’s.		
2. Power always corrupts those who have it.		
3. A true leader inspires others to achieve greatness.		
4. When you know people are being treated unfairly, it is your responsibility to take action.		
5. “It is not the man who has little, but he who desires more, that is poor.” —Seneca		

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

# Close-Reading Questions

## *The Legend of Robin Hood*

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1. What is the purpose of the prologue? How is it different from the rest of the play?  
(text structure)

2. In Scene 1, Robin Hood gives food to Much and then says, "Tell your father Robin Hood will not let your family starve." Why might Robin say this? (text structure, character)

3. At the end of the play, when Lady Marian saves Robin Hood and joins the Merry Men, she says, "I only regret that I did not join them sooner!" What clues are there earlier in the play that Lady Marian might take Robin's side? (text structure)

4. Consider what the sidebar “Medieval Society” says about the class system in England. How is this information reflected in the play? What other ideas about the class system are developed in the play? Explain. (theme, text features)

5. In Scene 8, Lady Marian says, “But laws must be followed, or there will be no justice.” Robin Hood responds, “Justice? Tell that to the widow whose son was executed for stealing flour for his starving family.” Explain what Robin means. (interpreting text)

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

# Critical-Thinking Questions

## *The Legend of Robin Hood*

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1. Robin breaks the law because he thinks that the laws are unfair and that the people making and enforcing those laws are corrupt. What is your opinion of Robin's actions? Are there any problems with people deciding whether or not to obey the laws based on whether they believe the laws are just?

2. Stories about Robin Hood have been popular for hundreds of years. Why do you think these stories have endured?

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

---

# PLAN YOUR SCENE

Read *The Legend of Robin Hood*. Then use this planner to help you write the next scene of the play.

---

This activity will help you respond to the writing prompt that appears at the end of the article.

## → THE SETTING ←

Where and when does the scene take place?

## → THE CHARACTERS ←

Who appears in your scene? Will you introduce any new characters? *(Don't forget narrators!)*



## → THE CONFLICT ←

What challenges or problems do the characters face?

## → THE PLOT ←

Jot down ideas about what happens in your scene to create an outline or mini-summary.

BEGINNING:

MIDDLE:

END:

# CHOICE BOARD

## *THE LEGEND OF ROBIN HOOD*

Retell the play in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Create a board game based on *The Legend of Robin Hood*. Include question cards that draw on the play and its captions. Be sure that the purpose of the game, its pieces, and the board itself stay true to the story. Don't forget to display your game's rules clearly on the board or on a separate piece of paper.

Imagine you are Friar Tuck. Write a letter to King Richard I about the corruption in England.

Create a talk show in which the characters in the play are invited to discuss what's going on in Nottingham. Your talk show can be a video conference (like Zoom or Google Meet), a podcast, or a written transcript.

Write the next scene of this play. You'll need to decide when it takes place, where it takes place, and who is in the scene. Make sure the characters stay true to how they are portrayed in the play.

*Note: This is the contest prompt that appears at the end of the play.*

Compose a new chant or series of chants that Robin Hood, the Merry Men, and Lady Marian might sing on their journey back to Sherwood Forest. Possible topics: the archery contest, justice, the life of an outlaw. (See Scenes 1 and 2 for chant examples.)

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

# CHARACTER THINKING TOOL

The questions in this activity are about the characters of  
**ROBIN HOOD AND LADY MARIAN**

1. In Scene 1, Little John says of the Sheriff of Nottingham, "I'll pummel that villain!" Then Robin Hood responds, "We can injure him using our brains rather than our brawn." What does Robin Hood mean? What does this line reveal about him and his motivations?

2. Read the text features "Dangerous Forests" and "Medieval Society." Then consider what Robin Hood and the Merry Men chant in Scenes 1 and 2:

*The forest comes alive in the sweet green of spring. Apple buds blossom and cuckoo birds sing.*

*England is rotting from the top on down! We pledge our revenge on Nottingham Town!*

What do the Merry Men's chants reveal about them, their way of life, and their values?

**3. What does the interaction between Lady Marian and Sir Guy in Scene 3 reveal about Lady Marian?**

**4. Based on Scenes 3 and 4, how does Lady Marian feel about Robin Hood? How do you know?**

**5. Why do you think Lady Marian comes to visit Robin Hood in the dungeon in Scene 8? Does she find what she was looking for?**

6. Think about how much Robin Hood values each item in the list below—how much he cares about having it or achieving it. Show how important you think each thing is to him on a scale of 1 to 5, where 1 = not important at all and 5 = extremely important.

\_\_\_ money

\_\_\_ attention

\_\_\_ adventure

\_\_\_ freedom

\_\_\_ selflessness

\_\_\_ brawn

\_\_\_ power

\_\_\_ justice

\_\_\_ brains

7. Place a star on the line below to indicate where you think Robin Hood falls on the spectrum from villain to hero.

villain • ..... • hero

Give your reasoning.

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

## ***The Legend of Robin Hood Quiz***

**Directions:** Read *The Legend of Robin Hood*. Then answer the questions below.

1. **In Scene 4, Robin Hood steals all the money that Sir Guy has with him. What can you infer Robin will do with the money?**
  - A. turn it over to Prince John
  - B. turn it over to the Sheriff of Nottingham
  - C. use it to buy new arrows
  - D. give it to the poor
2. **In general, the story of Robin Hood portrays the upper classes of medieval society as**
  - A. hardworking.
  - B. greedy and heartless.
  - C. foolish but harmless.
  - D. honest and kind.
3. **Which of the following details support your answer to Question 2? Choose THREE.**
  - A. Prince John demands that everyone pay heavy taxes, even the very poor.
  - B. The Sheriff of Nottingham burns down Much's family's mill.
  - C. Sir Guy says, "I have no pity for commoners and peasants. If they worked harder, they would have plenty."
  - D. Robin Hood says that he is really a noble and could be living in luxury.
4. **Why does the Sheriff of Nottingham hold the archery contest?**
  - A. to show off the skills of his head archer, Gilbert
  - B. to prove that Robin Hood isn't as good at archery as he claims
  - C. to lure Robin Hood so that he can be captured
  - D. to provide some entertainment during difficult times
5. **In Scene 8, Lady Marian talks to Robin. This conversation helps her decide that \_\_\_\_\_. Choose TWO.**
  - A. Robin's actions are just
  - B. Robin deserves to be punished
  - C. she is lucky to be a noble
  - D. she should join Robin and the Merry Men
6. **With which of the following statements would Robin Hood likely agree? Choose TWO.**
  - A. When someone is being treated unfairly, it is our responsibility to take action.
  - B. Those in positions of power must always be obeyed.
  - C. Doing what is right is not always the same thing as obeying rulers.
  - D. We should always put ourselves first and not worry about what is best for other people.



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

## ***The Legend of Robin Hood Quiz***

**Directions:** Read *The Legend of Robin Hood*. Then answer the questions below.

1. **In Scene 4, Robin Hood steals all the tax money that Sir Guy just collected from the villagers. What can you infer Robin will do with the money?**
  - A. turn it over to Prince John
  - B. turn it over to the Sheriff of Nottingham
  - C. use it to buy new arrows
  - D. give it to the poor
2. **In general, the story of Robin Hood portrays the upper classes of medieval society as**
  - A. hardworking and ambitious.
  - B. greedy, corrupt, and heartless.
  - C. foolish but harmless.
  - D. fair, honest, and kind.
3. **Which of the following details support your answer to Question 2? Choose THREE.**
  - A. Prince John demands that everyone pay heavy taxes, even the very poor.
  - B. When Much's family is unable to pay their taxes, the Sheriff of Nottingham burns down their mill.
  - C. Sir Guy says, "I have no pity for commoners and peasants. If they worked harder, they would have plenty."
  - D. Robin Hood confirms that he is really a noble and could be living in luxury.
4. **Why does the Sheriff of Nottingham hold the archery contest?**
  - A. to impress the commoners with the skills of his head archer, Gilbert
  - B. to reveal to the commoners that Robin Hood isn't as talented at archery as he claims
  - C. to lure Robin Hood so that he can be captured
  - D. to provide some entertainment as a break during difficult times
5. **Consider Lady Marian's conversation with Robin in Scene 8. How does this conversation affect her? Choose TWO.**
  - A. It convinces her that Robin's actions are just.
  - B. It causes her to question her support for Robin.
  - C. It makes her feel grateful to be a noble.
  - D. It helps her decide to join Robin and the Merry Men.
6. **With which of the following statements would Robin Hood likely agree? Choose TWO.**
  - A. When someone is being treated unfairly, it is our responsibility to take action.
  - B. Those in positions of power must always be obeyed.
  - C. Doing what is right is not always the same thing as obeying rulers.
  - D. We should always put ourselves first and not worry about what is best for other people.



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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

7. Compare the way Robin Hood is viewed by the commoners and peasants with the way he is viewed by Sir Guy, the Sheriff of Nottingham, and the Bishop of Hereford. Explain why each group sees Robin Hood the way it does. Use text evidence.
8. Explain why Robin Hood wears a disguise to the archery contest and why he reveals his true identity after winning the contest. Support your ideas with details from the play.

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

# MAKING INFERENCES

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

**Directions:** Read *The Legend of Robin Hood*. Then fill in the chart below by answering the questions that appear in italics. We filled in the first row for you.

Clues	Inference
<p>In Scene 1, Robin Hood gives food to Much and says the following:</p> <p><b>Robin Hood:</b> Tell your father Robin Hood will not let your family starve.</p>	<p><b>1. <i>Why might Robin say this?</i></b></p> <p>Robin likely says this because he cares about the people of Nottingham and also because he's rallying support. It's important to him that the people know his work is on their behalf, given that there is a large bounty on his head.</p>
<p>Consider these lines from Scene 2:</p> <p><b>Friar Tuck</b> (<i>out of breath</i>): I have just been to the village. Sir Guy is collecting taxes for the Sheriff today.</p> <p><b>Robin:</b> Indeed?</p> <p><b>Friar Tuck:</b> He must pass through our woods to get back to the castle.</p> <p><b>Little John:</b> His purse will be heavy with coins.</p> <p><b>N2:</b> Robin grabs his arrows.</p> <p><b>Robin:</b> Time for an adventure, boys!</p>	<p><b>2. <i>What do the Merry Men plan to do?</i></b></p>

Clues	Inference
<p>Consider these lines from Scene 4, after Sir Guy says he has only three gold coins with him:</p> <p><b>Robin:</b> Pity, Sir Guy. If you truly had but three, we would have taken nothing. But you lied, so we will take it all.</p>	<p><b>3. What can you infer the Merry Men will do with the money they are taking?</b></p>
<p><b>4. Find two lines that support the inference on the right.</b></p>	<p>Lady Marian admires Robin Hood.</p>
<p>Consider these lines from Scene 5, when Sir Guy reports the stolen taxes:</p> <p><b>Sheriff:</b> You cowardly fool!</p> <p><b>Guy:</b> I was helpless.</p> <p><b>Sheriff:</b> That money was for the Crown.</p> <p><b>Bishop of Hereford (muttering):</b> Among others . . .</p>	<p><b>5. What does the Bishop of Hereford mean?</b></p>
<p>Consider these lines from Scene 7, when Lady Marian offers the beggar the silver arrow:</p> <p><b>Robin:</b> Please keep it, milady. You might need it the next time someone drops out of a tree and blocks your path.</p> <p><b>N1:</b> Lady Marian's eyes grow wide. The Sheriff approaches, his purple robe flaring.</p>	<p><b>6. Why do Lady Marian's eyes grow wide?</b></p>

# Robin Hood Contest

Write the next scene of this play. You'll need to decide when it takes place, where it takes place, and who is in the scene. Make sure the characters stay true to how they are portrayed in the play. Send your scene to Robin Hood Contest. Three winners will get *The False Prince* by Jennifer A. Nielsen.

## Entries will be judged on:

- ✓ creativity
- ✓ strength of character development
- ✓ grammar, spelling, and punctuation

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

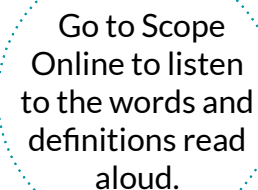
X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

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

Go to Scope  
Online to listen  
to the words and  
definitions read  
aloud.

# VOCABULARY PREVIEW

## "Why Are We Soooooo Tired?"

### deficit

*(DEF-uh-sit) noun*

A deficit is a shortage of something, especially money. If your drama group needs \$1,000 to put on a play but has only \$700, the group has a deficit of \$300. If you have a deficit of vitamin C in your body, you might want to eat more citrus fruits, which are high in vitamin C.

### deprived

*(dih-PRAHYVD) adjective*

To deprive (dih-PRAHYV) is to keep or take something away from someone. If you are babysitting your cousin and you won't let her eat candy before dinner, you are depriving her of candy (for a good reason).

The adjective *deprived* means "not having enough of something that is needed to be healthy or happy." If a plant is water deprived, it will wilt.

### impaired

*(im-PAIRD) adjective*

Something that is impaired is weakened and not functioning at its typical level. If a soccer player has an injury, her performance might be impaired.

## regulate

(REG-yuh-leyt) *verb*

To regulate something is to control it. You can regulate the temperature in your house by adjusting the thermostat.

*Regulate* can also mean "to control something by means of authority, rules, or laws." The government regulates food companies to make sure that the food we buy is safe to eat.

## rejuvenated

(rih-JOO-vuh-neyt-uhd) *adjective*

The verb *rejuvenate* (rih-JOO-vuh-neyt) means "to make new, strong, or energetic again." Taking a nap might rejuvenate you. You might rejuvenate your old bike with a fresh coat of paint.

*Rejuvenated* means "refreshed," as in "After spring break, the students came back to school rejuvenated and ready to work hard again."

## serenity

(suh-REN-ih-tee) *noun*

The adjective *serene* (suh-REEN) means "calm and peaceful." Serene skies are blue, clear, and quiet.

Serenity is the quality or state of being calm and peaceful. You might find serenity looking out over a pond, walking through the woods, or soaking in a warm bath while listening to relaxing music.

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

# VOCABULARY PRACTICE

## "Why Are We Soooooo Tired?"

**Directions:** In each blank, write the word that best completes the sentence. There is one word you will not use.

### WORD BANK

impaired    deprived    rejuvenated    regulate

1. My older sister has \_\_\_\_\_ vision, but she can drive as long as she wears her glasses.
2. Luisa was excited to order from Mitzi's Pizza now that it had reopened. "I've been \_\_\_\_\_ of their wonderful pizza for too long!" she exclaimed.
3. Sofia thought the long hike up the mountain would tire her out, but instead it made her feel \_\_\_\_\_ and ready for anything.

**Directions:** For each pair of bolded words below, circle the word that best completes the sentence.

4. My new puppy had a look of complete **deficit/serenity** on his face as I snuggled with him on the couch.
5. To keep the store from becoming too crowded, an employee stood outside, **impairing/regulating** how many people entered at a time.
6. My soccer team has a talent **deficit/serenity** this year. Three of our star players left, and no new people have joined.

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

# Close-Reading Questions

## “Why Are We Sooooo Tired?”

1. What central idea of the article does the anecdote about Randy Gardner support? (central ideas, text structure)
2. Author Matthew Hutson writes that getting a full night's sleep can be challenging for teens. How does he develop this idea? (author's craft, key ideas and details)
3. Consider this line from the article: "Mary Carskadon, a professor of psychiatry and human behavior at Brown University, calls the factors that affect sleep in teenagers a 'perfect storm' for a sleep deficit." What does Carskadon mean? (interpreting text)



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

# Close-Reading Questions

## "The Story of Sleep"

---

1. Why might the author have included the section "Famous Nappers" in the infographic? (author's craft, key ideas and details)

2. What does the section about Thomas Edison help you understand about sleep? (text structure)

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

# Critical-Thinking Questions

## "Why Are We Soooooo Tired?" and "The Story of Sleep"

---

1. Consider the section of the infographic "What Keeps You Awake at Night." Is there anything you would add here? Explain.

2. In what ways, if any, would you change your sleeping habits after reading the article and the infographic?

Name: 

---

# SLEEP PSA

Read “Why Are We Sooooo Tired?” and “The Story of Sleep.” Then use this activity to help you plan your public service announcement (PSA) about getting a good night’s sleep.

---

This activity will help you respond to the writing prompt that appears at the end of the article.

## Part 1: The Basics

Read this information to be sure you understand your goal.

### First things first: What is a PSA?

A PSA is like a commercial, but it's not created to sell a product. It's designed to inform and educate the public about an important issue. Like regular commercials, PSAs can take many forms—videos, magazine ads, or posters that are displayed in public places like train stations, for example.

### OK, got it. So what is *my* PSA for?

Here's what it says at the end of *Scope's* paired texts:

Make a public service announcement for teens about how to get a good night's sleep. Your PSA can be a slideshow, poster, or video. Use information from the article and infographic.



## **Part 2: The Information**

Use the space below to gather the information you'll include in your PSA.  
Be sure to use details from the article and the infographic.

**How to get a good night's sleep:**

## Part 3: The Plan

Now that you've noted the information you want to include, think about how you will present it.

The first thing to decide is who your audience is—that is, who your PSA is intended for.

The audience for my PSA is

Next, drag a ★ into one of the boxes to show the format you will use:

I am going to make my PSA in the form of a

☐

slideshow.

☐

poster.

☐

video.

Now think about a title for your PSA. Write your title here:

## Part 4: The Concept

It's time to brainstorm ideas for your concept.  
Jot down your ideas in the box for the format you will be using.

### SLIDESHOW

How many tips will you put on each slide? What colors, fonts, and images will you use? Will you include audio, video, memes, or GIFs?

### POSTER

Will there be one main image, and if so, what will it be? What colors will you use? How much information can you include without having your poster look too crowded?

### VIDEO

Will there be people? Text and images? A story? What about music? How will you get across the information you want viewers to know?

# CHOICE BOARD

## "WHY ARE WE SOOOOOO TIRED?" AND "THE STORY OF SLEEP"

Using information in the article and infographic, create an illustrated children's book that teaches young readers about the importance of sleep and provides tips for how to make sure they get enough.

Create a talk show in which people from the article—the famous nappers, Randy Gardner, Mary Carskadon, Dr. Rafael Pelayo—are invited to discuss sleep deprivation and sleep solutions. Your talk show can be a video conference (like Zoom or Google Meet), a podcast, or a written transcript.

Write a poem about sleep using one of the titles below or a title of your choosing.

"What Keeps Me Awake at Night"

"A Perfect Storm"

"Zzzzzz"

"Serenity"

Create a chart with two columns: "Effects of Sleep Deprivation" and "Benefits of Sleep." Then fill in the chart with details from the article and infographic.

Make a public service announcement for teens about how to get a good night's sleep. Your PSA can be a slideshow, poster, or video. Use information from the article and infographic.

*Note: This is the contest prompt that appears at the end of the article.*

Create a crossword puzzle using the six boldfaced vocabulary words in the article, plus three additional words of your choice. Create your puzzle by hand or using an online tool such as Discovery's "Criss-Cross Puzzlemaker." Then give your puzzle to a friend or family member to solve.



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

## Paired Texts Quiz

**Directions:** Read the paired texts “Why Are We Soooooo Tired?” and “The Story of Sleep” from the December/January issue of *Scope*. Then answer the questions below.

1. **Which statements best describe the purpose of the article? Choose TWO.**
  - A. to explain how to get a better night’s sleep
  - B. to convince readers to stop using phones at night
  - C. to inform readers about sleep deprivation and the ways in which it is harmful
  - D. to show what can happen when you stay up for 11 days straight
2. **The author supports the idea that sleep is important in all of the following ways EXCEPT by**
  - A. listing the health risks associated with sleep deprivation.
  - B. explaining what happens to the body’s biological clock during puberty.
  - C. sharing an anecdote about someone who was severely sleep deprived and then explaining what happened to him.
  - D. explaining the health benefits of sleep.
3. **The section “Internal Clock”**
  - A. helps readers understand why teens have trouble getting enough sleep.
  - B. explains why schools start so early.
  - C. tries to convince readers to go to bed earlier.
  - D. explains when readers should go to bed.
4. **Which central idea of the article does the sidebar “Sleep Disasters” support?**
  - A. Technology can interfere with sleep.
  - B. Certain lifestyle changes can help you sleep better.
  - C. Teens do not get enough sleep.
  - D. Sleep deprivation can have serious consequences.
5. **Information in the infographic about the benefits of napping would best fit into which section of the article?**
  - A. the introduction
  - B. “Screens and Sleep”
  - C. “Tired All the Time”
  - D. “Internal Clock”
6. **Which claims can be supported by information in both the article and the infographic? Choose TWO.**
  - A. Sleep helps your brain function better.
  - B. Many Americans are sleep deprived.
  - C. Naps are good for you.
  - D. Technology can interfere with sleep.

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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

---

7. What factors affect sleep in teens? Use text evidence from the article and the infographic to support your answer.

8. Should school start later in the day? Use text evidence to support your opinion.

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

## Paired Texts Quiz

**Directions:** Read the paired texts “Why Are We Soooooo Tired?” and “The Story of Sleep” from the December/January issue of *Scope*. Then answer the questions below.

---

1. **Which statements best describe the purpose of the article’s introduction? Choose TWO.**
  - A. to explain that many Americans, especially teens, do not get enough sleep
  - B. to show how ideas about sleep have changed since the 1960s
  - C. to show the harmful effects of sleep deprivation
  - D. to convince readers to study sleep for their science fair projects
2. **Which line from the article best supports the idea that not getting enough sleep is a serious problem?**
  - A. “Gardner had set a record for the longest period without sleep.”
  - B. “A chronic lack of sleep increases the risk of depression, anxiety, injury, low self-esteem, and certain diseases.”
  - C. “Unfortunately, getting a full night’s sleep can be challenging.”
  - D. “While you sleep, your body re-energizes.”
3. **The section “Internal Clock”**
  - A. helps readers understand why teens have trouble getting enough sleep.
  - B. explains why schools start so early.
  - C. tries to convince readers to go to bed earlier.
  - D. explains why readers should set an alarm clock.
4. **The sidebar “Sleep Disasters” highlights**
  - A. how technology can interfere with sleep.
  - B. what kinds of jobs require more sleep than others.
  - C. the fact that teens do not get enough sleep.
  - D. the dangerous effects of sleep deprivation.
5. **Information in the infographic about the benefits of napping would best fit into which section of the article?**
  - A. the introduction
  - B. “Screens and Sleep”
  - C. “Tired All the Time”
  - D. “Internal Clock”
6. **Which claims can be supported by information in both the article and the infographic? Choose TWO.**
  - A. Sleep helps your brain function better.
  - B. Many Americans are sleep deprived.
  - C. Naps are good for you.
  - D. Technology can interfere with sleep.

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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

---

7. What are three reasons teens may have trouble getting enough sleep? Use text evidence from the article to support your answer.

8. Should school start later in the day? Use text evidence to support your ideas.

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

## CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author makes. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text. Follow the prompts below to explore the central ideas and supporting details in "Why Are We Soooooo Tired?"

**1. Reread the section "Tired All the Time." Check the box next to the statement that BEST expresses the central idea of this section.**

- ☐ A. A chronic lack of sleep increases the risk of depression and anxiety.
- ☐ B. Not getting enough sleep is bad for your health and well-being.
- ☐ C. Tired drivers cause 100,000 car accidents a year.
- ☐ D. Sleep is energizing.

**2. Read the central idea of the sections "Internal Clock" and "Screens and Sleep" in the box below. Then read the lines from the article listed under it. Check the detail that does NOT support the central idea.**

**Central Idea:**  
 For teens, there are many barriers to getting enough sleep.

- ☐ A. "Studies show that the more time you spend staring at a screen, the more likely you are to stay up late and sleep less." (p. 13)
- ☐ B. "Sleep is regulated by two systems." (p. 12)
- ☐ C. "During puberty, your body clock shifts. Suddenly you feel like going to bed one to three hours later." (p. 13)

**Explain your choice.**

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**3. Read the details from the article listed below. In the box, complete the central idea that these details support.**

**Central Idea:**

Getting enough sleep is \_\_\_\_\_

**Detail 1:** "While you sleep, your body re-energizes." (p. 12)

**Detail 2:** "Gardner had set a record for the longest period without sleep. But along the way, he was not quite himself. He became moody, forgetful, paranoid." (p. 12)

**Detail 3:** "A chronic lack of sleep increases the risk of depression, anxiety, injury, low self-esteem, and certain diseases." (p. 12)

**Detail 4:** "It's no wonder—24 hours without sleep leaves a person as impaired as if they were legally drunk." (p. 12)

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

# 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. Follow the prompts below to explore the central ideas and supporting details in "Why Are We Soooooo Tired?"

**1. Read a central idea of the sections "Internal Clock" and "Screens and Sleep" below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**

It can be difficult to get enough sleep as a teen.

- ☐ **A.** "Studies show that the more time you spend staring at a screen, the more likely you are to stay up late and sleep less." (p. 13)
- ☐ **B.** "An irregular schedule—such as . . . going to bed at all different times during the week—can also disrupt your circadian rhythm." (p. 13)
- ☐ **C.** "During puberty, your body clock shifts. Suddenly you feel like going to bed one to three hours later." (p. 13)
- ☐ **D.** "Sleep is regulated by two systems." (p. 12)

**2. Read the details from the article listed below. In the box, complete the central idea that these details support.**

**Central Idea:**

Getting enough sleep is \_\_\_\_\_

**Detail 1:** "While you sleep, your body re-energizes." (p. 12)

**Detail 2:** "A chronic lack of sleep increases the risk of depression, anxiety, injury, low self-esteem, and certain diseases." (p. 12)

**Detail 3:** "Gardner had set a record for the longest period without sleep. But along the way, he was not quite himself. He became moody, forgetful, paranoid." (p. 12)

## Sleep Contest

Make a public service announcement for teens about how to get a good night's sleep.

Your PSA can be a slideshow, poster, or video. Use information from the article and infographic. Send your PSA to Sleep Contest. Three winners will get *The Barren Grounds* by David A. Robertson.

### Entries will be judged on:

- ✓ use of information from both texts
- ✓ clarity and good organization
- ✓ creativity

Student name: \_\_\_\_\_

Student mailing address \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*



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

Go to Scope  
Online to listen  
to the words and  
definitions read  
aloud.

# VOCABULARY PREVIEW

## "The Stars Between Us"

### caravan

(KAR-uh-van) *noun or verb*

A caravan is a group of people or vehicles traveling together in a line. Long ago, pioneers who explored the west traveled together in caravans of covered wagons. Today, a caravan of police cars might escort a U.S. president or other important figure from one place to another.

As a verb, *caravan* means "to travel in a caravan—in other words, to travel from one place to another in a group of vehicles."

### feeble

(FEE-buhl) *adjective*

*Feeble* means "lacking physical strength." After being sick, you might feel feeble for a couple of days. A feeble, old dog might not like to go on long walks anymore.

*Feeble* can also mean "weak or ineffective." A small flashlight might give off feeble light. If you reply to someone in a feeble voice, they might ask you to speak up. A feeble excuse is a bad one.

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

# VOCABULARY PRACTICE

## "The Stars Between Us"

**Directions:** Finish each sentence so that the meaning of the boldfaced word is clear.

1. My soccer team traveled to the state championship in a **caravan**. We

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2. The **feeble** baby bird

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**Directions:** Choose the best answer to each question.

3. Which is a **feeble** excuse for being late to meet someone?

A. "The bus broke down, and I had to wait 30 minutes for another one."

B. "I was watching TV and lost track of time."

4. Which is an example of a **caravan**?

A. a stack of pizzas your family ordered for your birthday dinner

B. a long line of floats traveling down the street in a parade

# CHOICE BOARD

## "THE STARS BETWEEN US"

<p>Make a short video that gives other kids a preview of the story you just read. What is important, interesting, or inspiring about it? What connections might other kids your age make to Alma's experience?</p>	<p>Imagine you are Alma. Create your gratitude project.</p>	<p>Create a work of art that expresses gratitude for something or someone in <i>your</i> life. If it is for a person, you may want to share your artwork with that person.</p>
<p>Rewrite the story in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.</p>	<p>Write a sequel to this story. Be true to Alma's character.</p> <p><i>Note: This is the contest prompt that appears at the end of the story.</i></p>	<p>Imagine you are Alma. Write Daniel a letter about the value of your friendship and the effect his gratitude project had on you.</p>
<p>Record words, phrases, or sentences from the story that you find meaningful or interesting. Write each on a strip of paper. Arrange the strips to create a poem, adding your own words until you're satisfied.</p>	<p>Imagine that the story is being turned into a full-length book. Design the cover of the book.</p>	<p>Retell the story using emojis. Ask someone to decode each section to see if they can determine what the story was about.</p>

# DYNAMIC CHARACTER

A dynamic character changes over the course of a story. In this activity, you will explore how the character of Alma changes in the story "The Stars Between Us."

**Are you ready?**  
**Go to the next page to get started. →**

# WHAT TO KNOW: DYNAMIC CHARACTER

**Dynamic characters** change over the course of a story as a result of their experiences. This may be a change in their understanding, values, insight, etc.

The change is usually not stated outright. Rather, readers see a character's growth or transformation through changes in their behavior, thoughts, words, or actions.

(Characters who do not undergo a significant internal change over the course of a story are called **static characters**.)

**Directions:** Read "The Stars Between Us." Then answer the questions on the next slide to explore how and why Alma changes.

## BEGINNING OF THE STORY

- 1** Record lines from the story that show how Alma sees the world around her—how she feels about moving, her surroundings, virtual school, her friendships, or anything else. (We provided an example for you.)

"When the tide is out, this whole dumb town smells like fish."

- 2** In a sentence or two, summarize how Alma sees the world around her.

## END OF THE STORY

- 3** Record lines from the story that show how Alma sees the world around her now.

- 4** Summarize how Alma see the world around her at the end of the story. What caused her view to change?

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

# STORY PLANNER

**Directions:** Read "The Stars Between Us." Then jot down ideas in this graphic organizer to help you plan your sequel. (A sequel is a continuation—a Part Two.)

## → THE SETTING ←

Where and when does the sequel take place?

## → THE CHARACTERS ←

Who appears in your sequel? Will you introduce any new characters?

## → THE CONFLICT ←

What challenge or problem does Alma face?

## → THE PLOT ←

Jot down ideas about what happens to create an outline  
or mini-summary of the events in your story.

BEGINNING:

MIDDLE:

END:

## → THEME ←

What broader topic is your story about (for example, change, friendship, trust)?  
What will your story say about that topic?



# The Stars Between Us Contest

Write a sequel to this story. Be true to Alma's character. Send your work to The Stars Between Us Contest. Three winners will each get *You Go First* by Erin Entrada Kelly.

## Entries will be judged on:

- ✓ creativity
- ✓ strength of character development
- ✓ clarity
- ✓ grammar, spelling, and punctuation

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

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

Go to Scope  
Online to listen  
to the words and  
definitions read  
aloud.

# VOCABULARY PREVIEW

## "Are Video Games a Sport?"

### detrimental

(deh-truh-MEN-tahl) *adjective*

Something that is detrimental is harmful or causes damage or injury. A drought might have a detrimental effect on crops.

### sedentary

(SED-n-ter-ee) *adjective*

*Sedentary* means "involving a lot of sitting; inactive." A sedentary job requires you to sit down most of the time. Someone who leads a sedentary lifestyle doesn't get much exercise.

### precision

(pri-SIZH-uhn) *noun*

The adjective *precise* (pri-SAHYS) means "very accurate or exact." When you're measuring ingredients for baking, it's important to be precise.

*Precision* is "the quality of being precise." Making 10 three-point shots in a row requires precision.

### stamina

(STAM-uh-nuh) *noun*

Stamina is the physical or mental strength to keep doing something for a long time—the ability to work hard without getting too tired. Marathon runners need stamina to make it through the 26 miles in a marathon.

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

# VOCABULARY PRACTICE

## "Are Video Games a Sport?"

**Directions:** Fill in the blank with the word that best completes each sentence. There is one word you will not use.

### WORD BANK

sedentary    detrimental  
precision    stamina

1. The \_\_\_\_\_ effects of smoking are well-known.
2. The long and challenging obstacle course tested Mia's \_\_\_\_\_.
3. My math teacher complimented me on the \_\_\_\_\_ of the lines I drew on my graph.

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

4. **detrimental**  
A. helpful  
B. damaging
5. **stamina**  
A. energy  
B. weakness
6. **sedentary**  
A. active  
B. still

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

# Write An Argument Essay

**Directions:** Read "Are Video Games a Sport?" Complete the essay kit at the end of the digital article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Are video games a sport?

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!**

☐

**No!**

☐

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the article support your opinion? What other information supports your opinion?  
List three supporting details below.

**Here's an example: If you think video games are a sport, one of your supporting details might be that more than 100 colleges in the U.S. have e-sports teams.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that video games ARE a sport, summarize the strongest arguments against considering video games a sport. If you think that video games ARE NOT a sport, summarize the strongest arguments supporting the idea that video games are a sport.

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### STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell 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.

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### STEP 5: WRITE YOUR HOOK

The 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:

- 1. An anecdote** (a very short story): Do you play video games? Do you play a traditional sport, such as basketball, soccer, or hockey? Both? Describe how your experience of playing video games compares with that of playing a sport.
- 2. A 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. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Does playing a video game really \_\_\_\_\_?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook below.

---

---

### **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 brief summary of the issue. Below is the beginning of a summary of the debate over whether video games are sports. Finish it in the space provided.

**Some people believe that video games are a sport. Others disagree and believe that** \_\_\_\_\_

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### **STEP 7: START WRITING**

On the next page, you'll find an outline to help you write your essay.

1

## INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether video games are a sport. (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.

2

## BODY PARAGRAPH(S)

Now 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.

**Tip!** Order your  
supporting points from  
weakest to strongest.  
Readers will best  
remember details that  
are presented last.

3

## 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.

4

## CONCLUSION

Write 2-3 sentences to remind your readers  
of your main points.

Finish with a strong final sentence.

**Need an idea?**  
Refer to your hook,  
find a quote, or give a  
call to action.

5

## READ AND REVISE

Use Scope's "Argument-Essay Checklist" to evaluate and edit what you have written.

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

## “Are Video Games a Sport?” Quiz

Directions: Read “Are Video Games a Sport?” Then answer the questions below.

- 
1. **The main purpose of this article is to**
    - A. convince the reader that video games are a sport.
    - B. convince the reader that video games are not a sport.
    - C. inform the reader of various points of view in the debate over whether video games are a sport.
    - D. warn readers about the detrimental effects of spending too much time sitting.
  2. **The author writes, “E-sports may have millions of fans and involve fierce competition, but so do *MasterChef Junior* and *The Voice*.” The author includes this sentence to**
    - A. support the idea that competition-style TV shows should be considered sports.
    - B. present an argument against calling video games a sport.
    - C. make the point that compared to TV shows, e-sports really are not that popular.
    - D. suggest TV shows that readers who play video games might enjoy.
  3. **According to the article, what are TWO things that traditional sports and video games have in common?**
    - A. They require stamina.
    - B. They require special skills.
    - C. They require strength and balance.
    - D. They are a sedentary activity.
  4. **Consider the last line of the article: “What is clear is that e-sports are here to stay, and they’ll be just as fun no matter how we label them!” Which best describes the author’s tone in this sentence?**
    - A. She expresses enthusiasm for video games and is neutral on the question of whether we should call them a sport.
    - B. She expresses disapproval of video games and is critical of calling them a sport.
    - C. She sounds baffled by why people are arguing about whether to call video games a sport.
    - D. She does not express a negative attitude or a positive attitude toward video games, but she supports calling them a sport.



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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

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5. In your opinion, which side of the debate over whether video games are sports is supported by the article's introduction? Explain your answer.

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

## **“Are Video Games a Sport?” Quiz**

**Directions:** Read “Are Video Games a Sport?” Then answer the questions below.

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- 1. The main purpose of this article is to**
  - A. convince the reader that video games are a sport.
  - B. convince the reader that video games are not a sport.
  - C. inform the reader of different points of view in the debate over whether video games are a sport.
  - D. encourage readers to exercise.
- 2. The author writes, “E-sports may have millions of fans and involve fierce competition, but so do *MasterChef Junior* and *The Voice*.” The author includes this sentence to**
  - A. support the idea that some TV shows are sports.
  - B. present an argument against calling video games a sport.
  - C. show that e-sports are not as popular as certain TV shows.
  - D. suggest TV shows that readers might enjoy.
- 3. According to the article, what are TWO things that traditional sports and video games have in common?**
  - A. They require stamina.
  - B. They require special skills.
  - C. They require strength and balance.
  - D. They are a sedentary activity.
- 4. Consider the last line of the article: “What is clear is that e-sports are here to stay, and they’ll be just as fun no matter how we label them!” Which best describes the author’s tone in this sentence?**
  - A. She is neutral on the question of whether we should call video games a sport.
  - B. She disapproves of calling video games a sport.
  - C. She sounds confused about why people care if video games are called a sport.
  - D. She supports calling video games a sport.

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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

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5. In your opinion, which side of the debate over whether video games are a sport is supported by the article's introduction? Explain your answer.

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

## Constructing a Response

**Directions:** Read "Love at First Crunch" and complete the activity at the end of the article. Then follow the steps in this activity to write a response to the question below.

**Question:**

**How does the section "Passion for Potatoes" contribute to the article?**

### **Step 1: Write your claim.**

Complete the sentence below to write your claim in response to the question.

The section "Passion for Potatoes" ...

### **Step 2: Provide text evidence with commentary.**

Write two details from the article that support your claim. You can write them in the form of direct quotations or paraphrases. Include a citation for each detail. Explain how each detail supports your claim.

**Detail 1:**

**Sentence explaining how this detail supports my claim:**

**Detail 2:**

**Sentence explaining how this detail supports my claim:**

### Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a few strong sentences that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own.

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Now it's time to put it all together. And guess what? You've already done the hardest part: organizing your ideas. All that's left to do is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper or in your own document.

#### Remember to:

- ✓ Use transitions between sentences.
- ✓ Read your paragraph to make sure your ideas are clear. Revise as needed.
- ✓ When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

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

## “Love at First Crunch” Quiz

**Directions:** Read “Love at First Crunch.” Then answer the questions below.

1. **Which statement best describes the purpose of the article?**
  - A. to teach readers how to make potato chips
  - B. to convince readers that potato chips are not very nutritious
  - C. to inform readers about the history of the potato chip
  - D. to show readers how dopamine affects our mood
2. **Author Allison Friedman writes, “The customer didn’t turn up his nose at these crunchy fried potatoes.” The expression “to turn up your nose” means**
  - A. to detect the odor of something.
  - B. to receive or take something willingly.
  - C. to say or do something to cause laughter.
  - D. to reject something because you do not think it is good enough.
3. **How does Friedman structure the section “Passion for Potatoes”?**
  - A. She presents the problem George Crum faced and then explains how he solved it.
  - B. She gives a chronological account of how potatoes made it to American tables.
  - C. She lists all the ways Americans enjoy preparing potatoes today.
  - D. She describes the science behind humans’ love of potato chips.
4. **Consider this statistic: “On average, each American gobbles up over 4 pounds of potato chips each year.” Which line from the article does this statistic support?**
  - A. “Crum decided to teach this picky customer a lesson.”
  - B. “More than 150 years later, potato chips remain one of America’s favorite snacks.”
  - C. “They’ve designed bags to keep chips crispy for as long as possible.”
  - D. “These ‘french fries,’ as they came to be known, soon appeared on menus across America.”
5. **Friedman writes of George Crum, “He had stumbled on a winning combination: salt and crunch.” What is the definition of *stumble* as it is used in this sentence?**
  - A. to nearly fall by tripping or missing a step
  - B. to be successful
  - C. to work at something for a long time
  - D. to come across unexpectedly or by chance
6. **Which claim can be supported by information in the article?**
  - A. Potato chips are not as popular in China as they are in the U.S.
  - B. Dopamine increases our ability to focus.
  - C. George Crum popularized potato chips in the U.S.
  - D. Lay’s is one of the best-known potato chip brands in the world.

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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

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7. How does the section “Crunch Craving” contribute to the article? Support your answer with text evidence.

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

## “Love at First Crunch” Quiz

Directions: Read “Love at First Crunch.” Then answer the questions below.

1. **The main purpose of the article is to teach readers**
  - A. how to make potato chips.
  - B. the importance of eating vegetables.
  - C. the history of the potato chip.
  - D. how dopamine affects the brain.
2. **Author Allison Friedman writes, “The customer didn’t turn up his nose at these crunchy fried potatoes.” She means that he didn’t \_\_\_\_\_ them.**
  - A. smell
  - B. accept
  - C. understand
  - D. reject
3. **In the section “Passion for Potatoes,” Friedman uses a sequence-of-events structure to explain how**
  - A. explorers arrived in South America.
  - B. the potato made it to U.S. tables.
  - C. George Crum became a chef.
  - D. Thomas Jefferson became president.
4. **Consider this statistic: “On average, each American gobbles up over 4 pounds of potato chips each year.” Which idea from the article does this statistic support?**
  - A. Some say that President Thomas Jefferson introduced french fries to the U.S.
  - B. Chips are a favorite snack in the U.S.
  - C. Humans have eaten potatoes for millennia.
  - D. Potatoes originated in South America.
5. **Friedman writes of George Crum, “He had stumbled on a winning combination: salt and crunch.” As it is used in this sentence, *stumble* most closely means**
  - A. slip.
  - B. succeed.
  - C. share.
  - D. discover by accident.
6. **Which claim can be supported by information in the article?**
  - A. Potato chips are not as popular in China as they are in the U.S.
  - B. Dopamine increases our ability to focus.
  - C. George Crum popularized potato chips in the U.S.
  - D. Lay’s is one of the best-known potato chip brands in the world.



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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

---

7. How does the section “Crunch Craving” contribute to the article? Support your answer with text evidence.

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

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# YOU WRITE IT

Read the interview "Into the World of a Teen Wrestling Champ." Then complete this activity to turn our interview into an article.

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**1.** The headline “Into the World of a Teen Wrestling Champ” gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

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

**Q-and-A No. 1:**

Audrey, 15, first became interested in wrestling after learning a new move in her jujitsu class. The move was called the takedown, and when Audrey realized it was a wrestling move, she decided she wanted to try the sport.

**Q-and-A No. 2:**

**Q-and-A No. 3:**

**Q-and-A Nos. 4 and 5:**

**Q-and-A No. 6:**

**Q-and-A No. 7 and 8:**

**3. Choose two things that Audrey said in the interview to use as direct quotes in your article.** A direct quote is another person's exact words. When you include direct quotes in your article, put them in quotation marks. Make it clear who is saying them. Here are two examples of how to do that:

1. "It was hot and the workout we did was hard," recalls Audrey. "By the end, I was sweating and tired!"
2. Audrey says, "It only made me more determined to do well to prove them wrong."

**Direct Quote 1:**

**Direct Quote 2:**

**4. Now it's time to put it all together. Write your three-paragraph article in your own document, following the guidelines below.**

**Opening Paragraph:**

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

**Body Paragraph:**

- Explain to your readers who Audrey is and what wrestling is like for her, using information from the eight question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

**Conclusion:**

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

## WRITING TIPS

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for mistakes in spelling, punctuation, and grammar.



# You Write It Contest

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

## Entries will be judged on:

- ✓ a clear central idea and supporting evidence
- ✓ organization
- ✓ use of quotations
- ✓ grammar, spelling, and punctuation

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

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

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# PLAN YOUR RESPONSE

Read the infographic "New Year's Around the World."  
Then complete this activity to help you plan your  
paragraph, video, or work of art explaining a New Year's  
tradition and why it's meaningful.

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## 1. Choose a tradition.

Pick one of the options below.

**Option 1:** Share a New Year's tradition from your family or community.



**Option 2:** Invent a New Year's tradition of your own.



**Option 3:** Research a tradition not included in the infographic.

## 2. Explain what the tradition is.

Describe the New Year's tradition you've chosen or that you've invented.

### **3. Explain why the tradition is meaningful.**

# New Year's Tradition Contest

Choose one of the following: **1.** Share a New Year's tradition from your family or community; **2.** Invent a New Year's tradition of your own; **3.** Research a tradition not included in the infographic. For whichever task you choose, explain what the tradition is and why it's meaningful. Your response can be a paragraph, video, or work of art. Send it to New Year's Tradition Contest. Three winners will each get a \$25 gift card.

## Entries will be judged on:

- ✓ a central claim
- ✓ organization
- ✓ use of information from the infographic
- ✓ grammar, spelling, and punctuation

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*