Central Ideas and Details

A central idea of a text is one of the main points the author is making.
(Sometimes a central idea is called a main idea.)
A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “From Terror to Hope.”

“From Terror to Hope” by Kristin Lewis

1. Reread the section “Who Were the Terrorists?” Which quote below BEST expresses the central idea of this section?

   A “The horrifying events of September 11 started before Helaina was even born.”
   B “During the 1990s, Al Qaeda operated mainly in the countries of Sudan, Afghanistan, and Pakistan.”
   C “Al Qaeda adopted a hateful and murderous ideology of using terrorism to ‘punish’ Western countries for their perceived crimes against Islam.”
   D “The fourth plane may have been intended for the White House.”

I chose _________ because _______________________________________________________________
_______________________________________________________________________________________
________________________________________________________________________________________

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

   Central Idea:
   The Twin Towers were important landmarks in New York City.

   A “The Twin Towers were as iconic as the Eiffel Tower in Paris or the Hollywood sign in Los Angeles.”
   B “And they were the crown jewels of the World Trade Center—”
   C “From Los Angeles to London, from Tokyo to Cairo, people sat glued to their televisions, staring in shock and disbelief as two of the most recognizable buildings in the world disintegrated.”
   D “But the fires burned so hot that they melted the buildings’ steel frames.”

I chose _________ because _______________________________________________________________
_______________________________________________________________________________________
________________________________________________________________________________________
3. Read the details from the section “Rebuilding Hope” listed below. In the box, write a central idea that these details support.

**Central Idea:**

**Detail 1:** “But after hard work and treatment, Helaina is doing well.”

**Detail 2:** “Lower Manhattan again teems with life.”

**Detail 3:** “A new skyscraper called the Freedom Tower now rises mere steps from where the Twin Towers once stood.”

4. Consider the central idea of the whole article. We wrote one detail from the article that supports it. Write two more details from the article that support it.

**Central Idea:**

The attacks of September 11, 2001, changed people's lives and our world.

**Supporting detail 1:**

“Like so many, [Helaina] has struggled with sadness, depression, anxiety, and nightmares.”

**Supporting detail 2:**

___________________________________________________________________________________________

**Supporting detail 3:**

___________________________________________________________________________________________
Central Ideas and Details

A central idea of a text is one of the main points the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in “From Terror to Hope.”

1. Read the central idea of the section “Ghosts” stated in the box below. Then read the lines listed under it from the article. Check the boxes next to the lines that support the central idea.

Central Idea:
The Twin Towers were important landmarks in New York City.

☐ “The Twin Towers were as iconic as the Eiffel Tower in Paris or the Hollywood sign in Los Angeles.”

☐ “But the fires burned so hot that they melted the buildings’ steel frames.”

☐ “To many, the towers symbolized America’s economic power.”

☐ “And they were the crown jewels of the World Trade Center—”

☐ “But to Helaina, the World Trade Center was simply part of the landscape of home . . .”

2. Read the details from the section “Rebuilding Hope” listed below. In the box, complete the central idea that these details support.

Central Idea:
Both Helaina and the city of New York

Detail 1: “But after hard work and treatment, Helaina is doing well.”

Detail 2: “Lower Manhattan again teems with life.”

Detail 3: “A new skyscraper called the Freedom Tower now rises mere steps from where the Twin Towers once stood.”
Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about. It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “From Terror to Hope.”

1. Who is the article mainly about? (It can be an individual or a group of people.)

_______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

2. What significant event does the article describe?

_______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

3. What happened immediately afterward?

_______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

4. Who or what caused this event?

_______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

5. How did this event affect the main person in the article?

_______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

6. How are the main person in the article and her community doing today?

_______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________
Directions: Your turn! Write an objective summary of “From Terror to Hope.” You can use the information in your answers from questions 1-7 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 “From Terror to Hope”**

______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________
Twelve-year-old Helaina Hovitz lived through the deadliest terrorist attacks in American history. On the morning of September 11, 2001, Helaina was at school in _________________. Terrorists crashed _____________________________.

The skyscrapers ___________________________.

Lower Manhattan _____________________________.

The attack was carried out by ____________________________, Helaina escaped but suffered from _____________________________.

Today, she ____________________________. Lower Manhattan _____________________________.

1. Where was Helaina’s school?
2. What occurred nearby?
3. What happened to the buildings?
4. How was Lower Manhattan affected?
5. What is the group called? What do they believe?
6. What challenges did Helaina face in the years after the attack?
7. How is Helaina doing today?
8. In what ways has Lower Manhattan recovered?
What’s the Tone?

Tone is the author’s attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include **doubtful, humorous, gleeful, serious, and questioning**. Tone is conveyed through the author’s word choice, the information included, and how the text is organized.

1. A. In the section “Who Were the Terrorists?” Kristin Lewis’s attitude toward Osama bin Laden and Al Qaeda—that is, her tone as she describes bin Laden and Al Qaeda—could be described as **horrified and disapproving**.

   B. Below are two phrases that Lewis uses to describe bin Laden and Al Qaeda in “Who Were the Terrorists?” These phrases help create the horrified and disapproving tone. Add two more words or phrases Lewis uses to describe bin Laden or Al Qaeda that help create this tone.
   
   a. “horrifying events of September 11”  
   b. “longtime enemy of the U.S.”  
   c.  
   d.  

2. A. Now go back to the opening section of the article. Lewis’s tone as she describes New York City is **admiring and glorifying**.

   B. We’ve provided two reasons the tone can be described this way. Add one more reason.

   a. On page 5, Lewis writes that New York City “vibrated with life.” This is a positive way of describing the city, making it sound exciting and lively.

   b. On page 6, Lewis writes, “To many New Yorkers, the city felt like the center of the world—a place of opportunity, business, culture, and diversity.” This is an admire positive view of the city that makes it sound like an important and wonderful place.

   c.  
3. A. Choose the pair of words that best describe Lewis’s tone in the section “The Coming Weeks” as she writes about New Yorkers after the attacks.

A. critical, stern  
B. sympathetic, serious  
C. impressed, surprised  
D. encouraging, cheerful

B. Write two reasons the tone can be described this way.

a. 

b. 

4. A. Write two words that describe Lewis’s tone in the section “Rebuilding Hope.”

Words:

B. Write two reasons the tone can be described this way.

a. 

b.
What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include *doubtful, humorous, gleeful, serious*, and *questioning*. Authors create tone through word choice, the information they include, and how they organize the text.

Section 1

Match each section of the article listed below with the pair of words that best describe its tone. We did the first one for you.

<table>
<thead>
<tr>
<th>Section of the Article</th>
<th>Words That Describe the Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the introduction</td>
<td>a. hopeful, upbeat</td>
</tr>
<tr>
<td>2. “Who Were the Terrorists?”</td>
<td>b. admiring, positive</td>
</tr>
<tr>
<td>3. “Rebuilding Hope”</td>
<td>c. horrified, disapproving</td>
</tr>
</tbody>
</table>

Section 2

4. The tone of the introduction is *admiring* and *positive*. TWO of the phrases listed below help create this tone. We put a check next to one. Put a check next to the other one.

- ✔ “vibrated with life”
- ___ “about to be attacked”
- ___ “power and possibility”

5. The tone of the section “Who Were the Terrorists?” is ________________________________.

TWO of the statements below are reasons the tone can be described this way. We put a check next to one. Put a check next to the other one.

- ___ The author uses the word “horrifying” to describe the attacks of September 11.
- ✔ The author expresses a negative view of Al Qaeda when she calls their ideology “hateful and murderous.”
- ___ The author explains that Al Qaeda operated mainly in Sudan, Afghanistan, and Pakistan.
6. The tone of the section “Rebuilding Hope” is ____________________________.

We wrote one reason the tone can be described this way. You write another reason.

**Reason 1:** In this section, the author provides information about how both New York City and Helaina Hovitz have recovered since 9/11.

**Reason 2:** ____________________________________________

________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Exploaring 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.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "From Terror to Hope."

1. The first section of "From Terror to Hope" uses description. Which words or phrases in the section help you identify this structure?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. A. Underline the text structure used in the section "‘Take Me With You.’"
   - sequence of events
   - problem and solution

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

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

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

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

**Problem and Solution**
Presents a problem and explains how it is solved

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

**Sequence of Events**
Describes events in the order in which they happen (also called chronological order)
3. In the section “Ghosts,” what does the author compare and contrast?

______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________

4. In the section “The War Begins,” the author uses cause and effect to explain how the U.S. government responded to the attacks. List two effects of the attacks on the lines below.

______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________

5. In the personal essay “Growing Up Muslim in Post 9/11 America,” RJ Khalaf uses several text structures. Pick one and explain how you identified it, using evidence from the text.

______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________________________________________________
Analyzing the Title

Directions: In this activity, you will explore the meaning of the title “From Terror to Hope.” Answer the questions below. Use your answers to help you respond to the writing prompt on page 10.

“TERROR”

1. What happened in New York City on September 11, 2001?

2. What happened to Helaina Hovitz on that day?

3. How did what happened on 9/11 affect New York City?

4. How did what happened on 9/11 affect Helaina?

5. How did what happened on 9/11 affect RJ Khalaf?

“HOPE”

6. What is New York City like now?

7. What is Helaina’s life like now?

8. What is RJ’s life like now?
Analytics the Title

Directions: In this activity, you will explore the meaning of the title “From Terror to Hope.” Answer the questions below. (We filled in two answers for you.) Use your answers to help you respond to the writing prompt on page 10.

“TERROR”

1. What happened in New York City on September 11, 2001?

2. What happened to Helaina Hovitz on that day?

3. How did what happened on 9/11 affect New York City?

4. How did what happened on 9/11 affect Helaina?

Because of what happened on September 11, Helaina suffered from sadness, anxiety, depression, and nightmares. Helaina was eventually diagnosed with PTSD (page 9).

5. How did what happened on 9/11 affect RJ Khalaf?

“HOPE”

6. What is New York City like now?

New York City has been on a road to recovery since the attacks. Lower Manhattan has been rebuilt and is back to normal, and a new skyscraper called the Freedom Tower now stands at the World Trade Center, near the site of the Twin Towers (page 9).

7. What is Helaina’s life like now?

8. What is RJ’s life like now?
Identifying Nonfiction Elements

Use this activity sheet with “From Terror to Hope.” See Scope’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

**Before Reading**

**Text Features, Inference**

1. Read the headline and photo captions, and study the images that run across the center of pages 4-5. What story do these photographs tell from left to right?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

2. Describe the image at the top of pages 6-7. What can you infer about how the people in the photo were feeling the moment this picture was taken?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

3. Compare the photographs on pages 8-9 with the photographs on pages 4-5.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

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

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
5. In the first section of “From Terror to Hope,” the author creates drama through a sudden shift in **mood**. Describe how the mood changes.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

6. Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) of the section “‘Take Me With You.’”

- The author explains the problem of evacuating the school and how school officials solved it.
- The author gives a chronological account of Helaina’s experience.
- The author compares the noise of a plane crashing into one of the Twin Towers with the sound of a truck popping a tire.

7. The author quotes President Barack Obama’s remarks on the 10th anniversary of the September 11 attacks. From his words, do you think the president would view Helaina as a hero?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

8. Consider this quote from page 8:
“The wreckage of the buildings stood 17 stories high and would smolder for months . . .”

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

__________________________________________________________________________________________________

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

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

9. What is the author’s **tone** in the section “Rebuilding Hope”? Explain your answer.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
10. Below are three supporting details for a central idea of “From Terror to Hope.” In the space provided, write a central idea that these details support.

**Central Idea**

**Detail #1**
“Lower Manhattan again teems with life.” (p. 9)

**Detail #2**
“A new skyscraper called the Freedom Tower now rises mere steps from where the Twin Towers once stood.” (p. 9)

**Detail #3**
“The city of New York has been on its own road to recovery.” (p. 9)

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

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Read, Think, Explain
Identifying Nonfiction Elements

Use this activity sheet with “From Terror to Hope.” See Scope’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading
Text Features and Inference

1. Read the headline and photo captions and study the images that run across the center of pages 4-5. What story do these photographs tell from left to right?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

2. Describe the image at the top of pages 6-7. What can you infer (figure out) the people in the photo were feeling the moment this picture was taken?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

3. Compare the photographs on pages 8-9 with the photographs on pages 4-5.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

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

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
5. The first section describes Helaina making her way to school in Lower Manhattan. At the end of that section, on page 6, the author writes, “But as she walked to school on the morning of September 11, what Helaina could not have imagined was that the city she loved was about to be attacked.”

Mood is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the first section from

(A) frightening to hopeful.
(B) excited to angry.
(C) pleasant to uneasy.

6. Text structure is the term for how an author organizes information. Information in the section “‘Take Me With You’” is structured as a sequence of events. Which words and phrases in the section help you identify this text structure?

(A) shook, rattled, strange noise, sirens
(B) then, when he returned, meanwhile, almost immediately
(C) Helaina was sitting, Helaina darted, Helaina knew, Helaina pleaded

7. Consider this quote from page 8:

“The wreckage of the buildings stood 17 stories high and would smolder for months . . .”

Check (✓) the box with the correct definition of smolder as it is used in the sentence above. (Use context clues to help you. HINT: Pay attention to the phrase “for months.” Check a dictionary if you’re not sure.)

 burn slowly with smoke
 explode with bright fire
 smell horrible

8. A. Tone is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author’s tone at the end of the article.

hopeful uncertain casual

B. Briefly explain how you know:_____________________________________________________________
After Reading
Central Idea/Details and Objective Summary

9. A. Below is a central idea of “From Terror to Hope” and three supporting details. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea
New York City survived the terrorist attacks and is thriving today.

Detail #1
“Lower Manhattan again teems with life.” (p. 9)

Detail #2
“On trains, announcements about unattended packages make us shift uncomfortably in our seats.” (p. 8)

Detail #3
“A new skyscraper called the Freedom Tower now rises mere steps from where the Twin Towers once stood.” (p. 9)

B. Briefly explain why the detail that you crossed out does NOT support the central idea above

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

10. An objective summary is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “From Terror to Hope.”

1. In 2001, Helaina Hovitz lived and went to school in Lower Manhattan.

2. Helaina’s first-period class was science.

3. On September 11, terrorists flew planes into the Twin Towers near Helaina’s school.

4. The towers caught fire and collapsed.

5. It must have been really scary for Helaina to run through all the ash and smoke.

6. The new Freedom Tower is the most beautiful building in New York.
Close-Reading Questions

“From Terror to Hope”

1. How does author Kristin Lewis develop the idea that the Twin Towers were special buildings? (author’s craft)

2. On page 8, Lewis writes, “And sadly, the word terrorism is now part of our everyday vocabulary.” What does she mean? (interpreting text)

3. The title “From Terror to Hope” suggests a journey. What journeys does Lewis describe? (text structure, central ideas)

4. In the remarks on page 9, President Obama gives examples of people who showed heroism on September 11 as well as those who have shown “a more quiet form of heroism” in the years since. What does he mean by “a more quiet form of heroism”? Has Helaina shown this kind of quiet heroism? (interpreting text, synthesis)
Close-Reading Questions
“Growing Up Muslim in Post 9/11 America”

1. According to RJ Khalaf’s essay, how did the September 11 attacks affect Muslim Americans? (key ideas, inference)

2. According to Khalaf, what can all of us do to help eliminate prejudice? (key ideas)
Critical-Thinking Questions

“For Terror to Hope” and “Growing Up Muslim in Post 9/11 America”

1. Consider the targets of the September 11 attacks: the Twin Towers, the Pentagon, and possibly the White House. Why might Al Qaeda have targeted these buildings in particular?

2. How might Helaina’s news agency help people struggling to cope in the aftermath of a terrorist attack?

3. Khalaf says he realized that a lot of people were not going to understand that the terrorists behind the 9/11 attacks were not like him. Why wouldn’t people understand this? That is, what do you think caused people to stereotype Muslims after the attacks?
Vocabulary:
“From Terror to Hope”

1. *cacophony* (kuh-KOF-uh-nee) *noun*; A cacophony is a jumble of loud, harsh, unpleasant sounds. Many drivers honking their car horns in a traffic jam would create a cacophony.

2. *convene* (kuhn-VEEN) *verb*; To convene is to come together—or to bring others together—for some sort of meeting. For example, your parents might convene the family in the living room for an announcement.

3. *converge* (kuhn-VURJ) *verb*; When people or things converge, they come together from different places. Athletes from around the world converge at the Olympics. A crowd might converge on a celebrity. Roads often converge at the center of a town.

4. *hijack* (HAHY-jak) *verb*; To hijack a plane, bus, or other vehicle is to take control of it by force. When a plane is hijacked, the hijackers may force the pilot to fly the plane to a particular place, or they may fly the plane themselves. When a car is hijacked, the hijackers often force the driver out and steal the car.

5. *iconic* (ahy-KAHN-ik) *adjective*; Someone or something is iconic if it is seen as a symbol and is recognizable to many people. The Eiffel Tower is iconic because so many people think of it as a symbol of Paris, France. The red and yellow S on Superman’s chest is iconic because so many people recognize it as the symbol of Superman. A movie might be considered iconic if it is very famous and is thought to represent a particular time period or genre of movie.

6. *ideology* (ahy-dee-AHL-uh-jee) *noun*; An ideology is the set of opinions or beliefs of a person or a group. For example, the ideology of a political party (such as the Democrats or the Republicans) is made up of the beliefs that the members share about how to run the government.

7. *liaison* (lee-ay-ZAHN) *noun*; A liaison helps different people or groups communicate by acting as a link between them. Imagine that Alex wants Beth to ask the basketball team a question. If Beth poses Alex’s question to the basketball team and then reports their responses back to Alex, Beth is acting as a liaison.

8. *reel* (REEL) *verb*; To reel is to move unsteadily or feel confused and unsteady after some sort of physical or mental shock. Getting hit in the head could send you reeling, and so could watching your favorite team lose dramatically in the final moments of a game. Something totally exciting and wonderful could cause you to reel too!
9. **tenet (TEHN-iht) noun**; A tenet is a belief or an idea that is very important to a group. Freedom of speech is a tenet of American democracy.

10. **terrorism (TEHR-or-ihzm) noun**; Terrorism is the use of violence or the threat of violence to frighten people as a way of pressuring people or countries to take some particular action. Terrorists—those who carry out acts of terrorism—usually target civilians (people who are not in the military).

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

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

1. Stephanie could not even think about getting another cat. She was still **convened/reeling** from the loss of Fluffy.

2. Fortunately, all the passengers on the **iconic/hijacked** bus were released and no one was hurt.

3. Sam is studying the **ideologies/cacophonies** of religions around the world.

4. As the student government’s **liaison/tenet**, Dave met with the principal each week to inform him of what the student government was working on.

5. Security at the Olympics is tight because of the threat of **terrorism/cacophony**.

6. The map showed three hiking routes that all **convened/converged** at the lake.

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

7. **Convened** would make the most sense in which sentence?
   - A. The book club ______ each Wednesday.
   - B. The students ______ to their seats.
   - C. The book ______ on the floor.
   - D. The movie ______ for more than two hours.

8. The dogs in the park barked wildly at the squirrel chirping at them from the tree.
   Which best describes the scene above?
   - A. a tenet
   - B. a liaison
   - C. a cacophony
   - D. an ideology

9. Which of the following would MOST LIKELY be described as **iconic**?
   - A. your neighbor’s lawn
   - B. the White House
   - C. peppermint ice cream
   - D. a rainbow after a thunderstorm

10. Emily lived by the ______ that you should treat others as you would like to be treated yourself.
   Which word best fits in the sentence above?
   - A. reeling
   - B. terrorism
   - C. tenet
   - D. iconic
“From Terror to Hope” Quiz

Directions: Read “From Terror to Hope” and “Growing Up Muslim in Post 9/11 America.” Then answer the questions below.

1. In the opening section of the article, Kristin Lewis characterizes New York City as
   A. known for its beautiful weather.
   B. rich with opportunity, diversity, and culture.
   C. crowded, noisy, and unpleasant.
   D. full of danger.

2. On page 6, Lewis writes that Al Qaeda used terrorism “to ‘punish’ Western countries for their perceived crimes against Islam.” Lewis uses the word perceived to indicate that
   A. Western countries are not aware that they commit crimes against Islam.
   B. Al Qaeda does not actually believe that Western countries commit crimes against Islam.
   C. Al Qaeda is able to recognize crimes Western countries commit against Islam.
   D. Not everyone agrees that Western countries are committing crimes against Islam.

3. What is the main purpose of the section “The War Begins”?
   A. to explain the short- and long-term effects of the 9/11 attacks
   B. to describe the hunt for Osama bin Laden
   C. to show how 9/11 affected Helaina Hovitz
   D. to describe how airport security has changed since 9/11

4. Consider the title of the last section of Lewis’s article: “Rebuilding Hope.” To what does it refer?
   A. Helaina Hovitz  B. Barack Obama
   B. New York City  D. both A and B

5. Which two lines from “Rebuilding Hope” BEST support your answer to question 4?
   A. “But after hard work and treatment, Helaina is doing well” and “The city of New York has been on its own road to recovery.”
   B. “Experiencing a devastating event will affect different people in different ways” and “Lower Manhattan again teems with life.”
   C. “She is now 27 and a successful journalist” and “They can be seen for miles around.”
   D. “Lower Manhattan again teems with life” and “A new skyscraper . . . now rises mere steps from where the Twin Towers once stood.”

6. According to RJ Khalaf, what should you do if you meet a girl from a different culture?
   A. avoid talking to her so that you don’t accidentally say something rude
   B. act as though she is exactly like you
   C. ask her questions about herself and look for what you have in common with her
   D. refuse to listen to her because she might say something you disagree with

Constructed-Response Questions

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

7. At the end of “Take Me With You,” Lewis writes, “Nothing could have prepared them for what they saw.” What did Helaina, Ann, and Charles see? Use details from the text to support your answer.

8. On page 6, Kristin Lewis states that most Muslims do not agree with the version of Islam followed by Osama bin Laden and Al Qaeda. Based on his essay, would RJ Khalaf agree with Lewis? Explain.
“From Terror to Hope” Quiz

Directions: Read “From Terror to Hope” and “Growing Up Muslim in Post 9/11 America.” Then answer the questions below.

1. In the opening section of the article, Kristin Lewis describes New York City as
   A known for its beautiful weather.
   B full of opportunity, diversity, and culture.
   C crowded, noisy, and unpleasant.
   D full of danger.

2. On page 6, Lewis writes, “Bin Laden and Al Qaeda followed an extreme form of Islam that the vast majority of Muslims do not agree with.” In this sentence, extreme most closely means
   A very great.
   B very large.
   C very mild.
   D far from ordinary.

3. What is the main purpose of the section “The War Begins”?
   A to explain the effects of the 9/11 attacks
   B to describe the hunt for Osama bin Laden
   C to show how 9/11 affected Helaina Hovitz
   D to describe how airport security has changed since 9/11

4. The title of the last section of Lewis’s article is “Rebuilding Hope.” The title refers to Helaina Hovitz. To what else does it refer?
   A Kristin Lewis
   B Barack Obama
   C construction workers
   D New York City

5. Which line from “Rebuilding Hope” BEST supports your answer to question 4?
   A “The city of New York has been on its own road to recovery.”
   B “Experiencing a devastating event will affect different people in different ways.”
   C “Tourists snap pictures with selfie sticks.”
   D “But after hard work and treatment, Helaina is doing well.”

6. According to RJ Khalaf, what should you do if you meet a girl from a different culture?
   A avoid talking to her so that you don't accidentally say something rude
   B act as though she is exactly like you
   C ask her questions about herself and look for what you have in common with her
   D refuse to listen to her because she might say something you disagree with

Constructed-Response Questions

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

7. At the end of “Take Me With You,” Lewis writes, “Nothing could have prepared them for what they saw.” What did Helaina, Ann, and Charles see? Use details from the text to support your answer.

From Terror to Hope Contest

Think about the title “From Terror to Hope.” Explain how the title relates to both the article and the essay. Use text evidence to support your ideas. Five winners will get Dear Blue Sky by Mary Sullivan.

Entries will be judged on:

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

My name: 

My home phone number: __________________ My grade: __________________

My teacher’s name: __________________ My teacher’s e-mail: __________________

School name: __________________

School address: __________________

City: __________________ State: __________________ ZIP: __________________

School phone number: __________________

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

Parent’s or legal guardian’s signature: __________________

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

ENTRIES MUST BE RECEIVED BY October 20, 2016!
Exploring Mood

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

**suspense** [suh-SPENS]:

a feeling of nervousness or excitement caused by wondering what will happen

In this activity, you will analyze how the writer creates a suspenseful mood in each scene.

**PROLOGUE**

Read the summary of dialogue from the prologue below and the explanation of how it creates suspense.

**Detail:** The Ravens say that Edgar Allan Poe, author of “The Tell-Tale Heart,” wrote “bloodcurdling tales” about murder, morgues, gargoyles, and graveyards.

**How this creates suspense:** This gives the audience a clue that the story they are about to hear will be spooky and strange—that it will likely involve a murder or some other sort of death.

**SCENE 1**

1. Below are two plot points that build suspense in Scene 1. We explained how one detail creates suspense. You explain how the other one does.

**Detail:** The Old Man tells the Villain that he does not look well.

**How this creates suspense:** The Old Man’s comment creates uneasiness; the audience gets the feeling that something is not right about the Villain and wonders, anxiously, what is going to happen.

**Detail:** The Villain explains that his “blood ran cold” when he looked at the Old Man’s eye and tells the audience that he decided to kill the Old Man.

**How this creates suspense:**
2. The playwright does not go right to the Old Man’s murder, but rather draws the scene out, slowly building up to the moment when the Villain pounces on the Old Man. Explain how the writer stretches out the time before the murder and how this creates suspense.

SCENE 3

3. In Scene 3, the Villain has already killed the Old Man, so there’s no more suspense about that. About what new event does the playwright begin to build suspense in Scene 3? Explain.

SCENE 4

4. The details below all create suspense in the play. Choose TWO details from the list and explain how they create suspense.

- The Villain serves the police officers tea above the spot where the Old Man’s body is hidden.
- As the officers drink their tea, the Villain grows pale and begins to sweat and fidget.
- The police officers chat lightly throughout the scene, talking about tea and the countryside.
- The Villain and the audience begin to hear the Old Man’s heart beating ever more loudly from under the floorboards.

How the first detail I chose creates suspense: __________________________________________

How the second detail I chose creates suspense: __________________________________________
5. **Suspenseful** is not the only word that can be used to describe the mood of the play. Choose one other word that describes the mood. You may choose a word from the list below or come up with your own word.

- angry
- confused
- creepy
- dreamy
- exciting
- festive
- nightmarish
- relieved
- sad

Another word that describes the mood of the play is _____________.

6. Write two details from the play that help create the mood you identified in question 5. Explain how each detail helps create that mood.

**Detail:** ____________________________________________________________

How this creates the mood: ____________________________________________

**Detail:** ____________________________________________________________

How this creates the mood: ____________________________________________
Mood is the feeling you get from reading a piece of writing. Writers create mood through the words they choose, the images they create, the setting, and what characters say and do.

**Exploring Mood**

Mood is the feeling you get from reading a piece of writing. Writers create mood through the words they choose, the images they create, the setting, and what characters say and do.

**suspense** [suh-SPENS]:
a feeling of nervousness or excitement caused by wondering what will happen

In this activity, you will analyze (carefully study) how the writer creates a **suspenseful** mood in three different scenes.

---

**SCENE 1**

1. **What happens:** The Old Man tells the Villain that he does not look well.

   **How this creates suspense:** The Old Man’s comment gives the audience the feeling that something is not right about the Villain. The audience starts to worry about what is going to happen.

2. **What happens:** The Villain says that he decided to kill the Old Man because of the Old Man’s sickly eye.

   **How this creates suspense— Check one of the boxes below.**

   - [ ] The Villain’s statement shows that the Villain thinks the Old Man’s eye is gross.
   - [ ] The Villain’s statement helps the audience understand why the Villain wanted to kill the Old Man.
   - [ ] The Villain’s statement makes the audience begin to worry about what the Villain will do to the Old Man.
3. What creates suspense in Scene 2? Check the box next to the BEST answer.

☐ The playwright draws the scene out, leading up to the murder very slowly.

☐ The Ravens, the Villain, and the Old Man all scream “Ahhhhhh!” at the moment of the murder.

☐ At the end of the scene, the Villain says, “The eye would trouble me no more.”

Explain your answer. How does the detail you chose create suspense?

4. The details below all create suspense in the play. Choose TWO details from the list and explain how they create suspense.

☐ The Villain serves the police officers tea above the spot where the Old Man’s body is hidden.

☐ As the officers drink their tea, the Villain grows pale and begins to sweat and fidget.

☐ The police officers chat lightly throughout the scene, talking about tea and the countryside.

☐ The Villain and the audience begin to hear the sound of the Old Man’s heart beating ever more loudly from under the floorboards.

How the first detail I chose creates suspense: ____________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

How the second detail I chose creates suspense: ____________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Close-Reading Questions
The Tell-Tale Heart

1. Describe the mood of the prologue. Which words and phrases create that mood? (mood, author’s craft)

2. Based on his description of the Old Man in Scene 1, what can you tell about the Villain's state of mind? (character, inference)

3. Reread the beginning of Scene 2, up to when the Villain says, “On the eighth night—.” What feeling do these lines create? (mood)
4. Later in Scene 2, the Villain says that looking at the Old Man's eye “chilled the very marrow in my bones.” What does this expression mean? (figurative language)

5. In Scenes 3 and 4, the inspectors always speak in the same order. Why might the author have written their lines this way? (author’s craft)

6. At the end of Scene 4, why does the Villain confess? (character motivation)
Critical-Thinking Questions

The Tell-Tale Heart

1. In the prologue, the Villain states that he is not mad and that he will prove it to you. By the end of the play, does he succeed in proving his point?

2. The ravens are not part of Poe’s original story. How do they contribute to the mood and to our understanding of the story?
Vocabulary:  
*The Tell-Tale Heart*

1. agape (uh-GAYP) *adjective*; If your mouth is agape, it is open wide in surprise, wonder, or shock. You might find your mouth agape at the sight of a dolphin jumping out of the water or at the news that you’ve just won a million dollars.

2. blather (BLATH-er) *verb*; To blather is to talk on and on in a foolish way.

3. dissemble (dih-SEM-buhl) *verb*; To dissemble is to conceal your true motives or thoughts—to hide what you really mean or what you really intend to do.

4. keen (keen) *adjective, Keen* means “sharp, intense, and focused.” When a sense such as sight or smell is keen, it is strong and very sensitive. If you have a keen interest in robotics, you are extremely interested in robotics. *Keen* can also mean “interested and enthusiastic,” as in, “Julie is keen on going for a walk after dinner, but Aaron would rather sit on the couch and relax.”

5. mortal (MAWR-tl) *adjective or noun*; As an adjective, mortal can mean “certain to die” or “causing death.” A human being is mortal because all human beings eventually die. (A vampire, on the other hand, is immortal—that is, not mortal.) Mortal can also describe something that is intense or severe; for example, you might have a mortal fear of spiders.

   As a noun, mortal means “a human being.”

6. skulk (skuhlk) *verb*; To skulk is to prowl or sneak around. Skulk is usually used to describe someone who is sneaking around because he or she is up to no good. Thieves might skulk around a house they are planning to rob.

7. stifle (STY-fuhl) *verb, Stifle* can mean “kill by depriving of oxygen.” To stifle something can also be to stop it, cut it off, or hold it back. You might stifle a giggle while someone is telling a serious story to avoid being rude. You might stifle a friend who’s about to give away a secret.

8. vex (veks) *verb*; If something vexes you, it irritates, annoys, worries, or puzzles you. You may be vexed by a difficult question on a test, a jar that you can’t open, or a friend’s refusal to attend your birthday party.
Directions: In the space below, list any other words from the play whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.
Vocabulary Practice

The Tell-Tale Heart

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

1. Who is more likely to have his mouth agape?
   - Sam, who just learned that he won an award he wasn’t expecting
   - Joseph, who is washing the dishes

2. When would Jasmine be more likely to stifle a yawn?
   - while she is getting ready for bed
   - while she is competing in a public debate

3. Which is an example of skulking?
   - tiptoeing across the room because a baby is sleeping nearby
   - creeping into a room to sneak up on someone

4. Which person would more likely be described as having keen senses?
   - Sean, who is riding his bike and hears loud honking from cars
   - Evelyn, who is sitting on her porch and smells the roses blooming next door

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

5. vex
   - agree
   - discipline
   - upset
   - ignore

6. dissemble
   - pretend
   - wrap
   - build
   - request

7. mortal
   - loud
   - slow
   - old
   - deadly

8. blather
   - protest
   - chatter
   - laugh
   - guess
The Tell-Tale Heart Quiz

Directions: Read The Tell-Tale Heart. Then answer the questions below.

1. Which detail should definitely be included in a summary of the play?
   A. The Villain murders the Old Man.
   B. The Old Man was snoring when the Villain crept into his room.
   C. Four ravens followed the Villain out of the bedroom as he left to make tea.
   D. The Officer enjoyed the tea that the Villain served.

2. In Scene 1, the line “It was like the eye of a vulture” contains
   A. personification of a vulture.
   B. a simile that describes the Old Man’s eye as vulture-like.
   C. a metaphor comparing a vulture’s eye to the Villain’s eye.
   D. foreshadowing that the Old Man will be awake when the Villain returns.

3. Which of the following best describes the narrator?
   A. an old man with a sickly eye
   B. a kind man who keeps ravens as pets
   C. a madman obsessed with another man’s sickly eye
   D. a lonely man without any friends

4. What is the main purpose of Scene 2?
   A. to characterize the Old Man as foolish
   B. to show the murder of the Old Man
   C. to emphasize the importance of the ravens
   D. to suggest that the Villain is a rational man

5. Why is it important that the Officer, Sergeant, and Constable stay so long in the house?
   A. to show how friendly they are
   B. to characterize the three men as bad at their jobs
   C. to provide enough time for the Villain to become upset and confess
   D. to provide enough time for the ravens to explain the men’s actions

6. Which of the following lines from the play best supports your answer to question 5?
   A. Officer: “The countryside must be nice this time of year.”
   B. Raven 2: “It wasn’t a buzzing at all. It was a ticking.”
   C. Constable: “Thank you kindly for the tea, young man.”
   D. Villain: “I can bear it no more . . . I did it! I confess it! Tear up the floor!”

Constructed-Response Questions

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

7. How does the Villain’s state of mind change over the course of Scenes 3 and 4? How do you know? Explain, using text evidence to support your answer.

8. Explain the role of the ravens in the play. Support your answer with text evidence.
**The Tell-Tale Heart Quiz**

**Directions:** Read *The Tell-Tale Heart*. Then answer the questions below.

1. Which detail should definitely be included in a summary of the play? (A summary tells the main points of something.)
   - A. The Villain murders the Old Man.
   - B. The Old Man was snoring when the Villain crept into his room.
   - C. Four ravens followed the Villain out of the bedroom as he left to make tea.
   - D. The Officer enjoyed the tea that the Villain served.

2. In Scene 1, the line “It was like the eye of a vulture” contains a simile: a comparison using *like* or *as*. What does this simile tell you?
   - A. Vultures’ eyes look a lot like human eyes.
   - B. The Old Man’s eye looked like a vulture’s eye.
   - C. Vultures cannot see very well.
   - D. When the Old Man moved, he looked like a vulture flying.

3. Which of the following best describes the narrator?
   - A. a man with a sickly eye
   - B. a man who keeps ravens as pets
   - C. a man obsessed with another man’s sickly eye
   - D. a man without any friends

4. What is the main event of Scene 2?
   - A. the Villain bumping into the dresser
   - B. the murder of the Old Man
   - C. the ravens flying out of the room
   - D. the Old Man waking up

5. The Officer, Sergeant, and Constable stay in the house long enough to have tea. Why is this important to the play?
   - A. It shows how friendly the three men are.
   - B. It shows that the three men like tea.
   - C. It gives the Villain time to become upset and confess what he did.
   - D. It gives the ravens time to explain the men’s actions.

6. Which line from the play best supports your answer to question 5?
   - A. Officer: “The countryside must be nice this time of year.”
   - B. Raven 2: “It wasn’t a buzzing at all. It was a ticking.”
   - C. Constable: “Thank you kindly for the tea, young man.”
   - D. Villain: “I can bear it no more . . . I did it! I confess it! Tear up the floor!”

**Constructed-Response Questions**

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

7. Describe how the Villain feels in Scene 3 and explain how you know. Use text evidence to support your answer.

8. How do the ravens help tell the story? Support your answer with text evidence.
Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand *The Tell-Tale Heart*. See Scope’s “Glossary of Literary Terms” for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of the Villain, the Old Man, and one other character of your choice: (1) decide whether the character is major or minor; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is static or dynamic and explain why.

A. **THE VILLAIN** is a [ ] major [ ] minor (check one) character.

   Description: __________________________________________________________
   __________________________________________________________

   He is a [ ] static [ ] dynamic (check one) character. I think so because
   __________________________________________________________
   __________________________________________________________

B. **THE OLD MAN** is a [ ] major [ ] minor (check one) character.

   Description: __________________________________________________________
   __________________________________________________________

   He is a [ ] static [ ] dynamic (check one) character. I think so because
   __________________________________________________________
   __________________________________________________________

C. ___________________________________________ is a [ ] major [ ] minor (check one) character.

   Description: __________________________________________________________
   __________________________________________________________

   He is a [ ] static [ ] dynamic (check one) character. I think so because
   __________________________________________________________
   __________________________________________________________
2. Describe the role of the ravens in the play. Support your answer with details from the text.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 2: Figurative Language

3. A **metaphor** compares two unlike things to illuminate a particular quality or aspect of one of those things. In Scene 2, the Villain uses a metaphor to describe the Old Man. Find the metaphor and explain what it means.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

4. **Onomatopoeia** refers to the use of words that sound like the thing they are describing, or to those words themselves. *Hiss, growl, and honk* are examples of onomatopoeia. Choose one example of onomatopoeia in the play and explain what it adds to the story.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 3: Plot and Structure

5. **Mundane** means unimportant, dull, or boring. What makes the **dialogue** between the Officer, Sergeant, and Constable in Scene 4 mundane? What purpose does their dialogue serve in the play?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

6. A. What is the main **conflict** the **protagonist** faces?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
B. Is this conflict **internal** or **external**? ________________

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

    Choices
    self person nature society
    technology the supernatural

7. How is the main conflict resolved?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

8. Choose a scene from the play and provide at least two examples of how the author creates suspense in that scene. Your examples can be lines, words, or plot points.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Identifying Mood

*Mood* is the feeling the reader gets from a work of literature. Another way to describe mood is atmosphere. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a text, it too has an atmosphere that makes you feel a certain way. For example, the mood could be *calm, creepy, romantic, gloomy,* or *tense.* Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.
**Mood Words**

Mood is the feeling the reader gets from a work of literature. There are *many* different words you can use to describe the mood of a piece of writing. Here are some to get you started. They are organized into groups of words with similar meanings. We’ve left space in each box so you can add your own words.

<table>
<thead>
<tr>
<th>Mood</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>angry</strong></td>
<td>aggravated, enraged, hostile, irate, violent</td>
</tr>
<tr>
<td><strong>boring</strong></td>
<td>dreary, dull, uneventful, tiring</td>
</tr>
<tr>
<td><strong>calm</strong></td>
<td>quiet, serene, tranquil, mellow, harmonious</td>
</tr>
<tr>
<td><strong>exciting</strong></td>
<td>exhilarating, lively, rousing, thrilling, energetic</td>
</tr>
<tr>
<td><strong>fun</strong></td>
<td>amusing, bouncy, cheerful, playful</td>
</tr>
<tr>
<td><strong>happy</strong></td>
<td>content, joyful, delighted, ecstatic, elated</td>
</tr>
<tr>
<td><strong>loving</strong></td>
<td>warm, delicate, romantic, touching, sympathetic</td>
</tr>
<tr>
<td><strong>sad</strong></td>
<td>depressed, melancholy, mournful, tragic, gloomy</td>
</tr>
<tr>
<td><strong>scary</strong></td>
<td>creepy, nightmarish, spooky, haunting, threatening</td>
</tr>
<tr>
<td><strong>worried</strong></td>
<td>anxious, nervous, restless, suspenseful, tense, uneasy</td>
</tr>
</tbody>
</table>
Poe Contest

In a well-organized paragraph, explain how the author creates a suspenseful mood in *The Tell-Tale Heart*. Support your ideas with text evidence. Five winners will get *Doll Bones* by Holly Black.

Entries will be judged on:

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

My name: ________________________________

My home phone number: __________________ My grade: __________________

My teacher’s name: ______________________ My teacher’s e-mail: ____________

School name: ____________________________________________________________

School address: __________________________________________________________

City: __________________ State: __________ ZIP: __________

School phone number: ____________________________________________________

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

Parent’s or legal guardian’s signature: ______________________________________

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

ENTRIES MUST BE RECEIVED BY October 20, 2016!

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Making Inferences

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

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

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inference</th>
</tr>
</thead>
</table>
| **1.** “Can we do this another day?” I plead. “Look at my arm!”
   
   “I feel like a lab rat,” I say, baring my arm reluctantly for the doctor. (p. 12) | What do these lines reveal about Georgiana’s participation in scientific research?
   
   These lines reveal that Georgiana has probably had blood taken several times before and is not happy about being used for research. |
| **2.** When describing the lack of water on Mars, Georgiana says, “I mean, I know we’re here for a good reason, but who cares about saving humankind when you can’t wash your hair?” (p. 13) | From this line, what can you infer about how Georgiana feels about her living conditions on Mars? |
| **3. Find two lines that support the inference on the right.** | Nana is very important to Georgiana. |
### Clues

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Georgiana’s parents tell her that she may never walk again if she returns to Earth. Georgiana’s voice wavers as she says, “Didn’t you know about this before you brought me here?” (p. 14)</td>
<td><strong>Inference</strong>&lt;br&gt;What does Georgiana’s voice wavering suggest about what she is feeling at this moment?</td>
</tr>
<tr>
<td>5. <em>Find a moment in the story that supports the inference on the right.</em></td>
<td>Georgiana and her father aren’t usually affectionate with each other.</td>
</tr>
<tr>
<td>6. “I hesitate for a moment, stare down at my legs.” (p. 17)</td>
<td><strong>Inference</strong>&lt;br&gt;What can you infer from this line about Georgiana’s decision to stow away on the supply shuttle?</td>
</tr>
</tbody>
</table>
**Synthesis: All About Mars**

**Directions:** Fill in the chart to synthesize information from “Follow the Water” and “What Would It Take to Live Here?” We’ve filled in the first row for you. You can use your answers to help you respond to the writing prompt on page 19 in your issue of *Scope.*

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>“What Would It Take to Live Here?”</th>
<th>“Follow the Water”</th>
</tr>
</thead>
</table>
| Getting There | • Mars is about 140 million miles from Earth. It would take about nine months to get there.  
• A trip to Mars would require a large spacecraft and lot of supplies. |  
• Georgie says it takes six months to get to Mars. (p. 12)  
• Georgie’s parents decide not to go back to Earth to see her sick grandmother because they would most likely not get there before her grandmother dies. (p. 14) |
<p>| Radiation     |                                   |                    |
| Food and Air  |                                   |                    |</p>
<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>&quot;What Would It Take to Live Here?&quot;</th>
<th>&quot;Follow the Water&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gravity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Synthesis: All About Mars

**Directions:** Fill in the chart to synthesize information from “Follow the Water” and “What Would It Take to Live Here?” We’ve filled in some information for you. You can use your answers to help you respond to the writing prompt on page 19 in your issue of *Scope*.

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>“What Would It Take to Live Here?”</th>
<th>“Follow the Water”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting There</strong></td>
<td>• Mars is about 140 million miles from Earth. It would take about nine months to get there.</td>
<td>• Georgie says it takes six months to get to Mars. (p. 12)</td>
</tr>
<tr>
<td></td>
<td>• A trip to Mars would require a large spacecraft and lot of supplies.</td>
<td>• Georgie’s parents decide not to go back to Earth to see her sick grandmother because they would most likely not get there before her grandmother dies. (p. 14)</td>
</tr>
<tr>
<td><strong>Deadly Radiation</strong></td>
<td>• Mars colonists would have to be protected from radiation.</td>
<td>• The first wave of colonists suffered from the deadly side effects of radiation. (p. 12)</td>
</tr>
<tr>
<td></td>
<td>• Radiation can cause severe memory loss, brain damage, and cancer.</td>
<td>• To protect themselves from radiation, the colonists live and work inside thick black plastic buildings. (p. 12)</td>
</tr>
<tr>
<td><strong>Food and Air</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHALLENGE</td>
<td>“What Would It Take to Live Here?”</td>
<td>“Follow the Water”</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| **Water**  | • Mars was once covered in water.  
              • Now, most of the water on Mars is frozen underground and could be toxic. Colonists would have to rely on recycled water. | |
| **Gravity** | | • The doctor has to closely watch Georgie’s health because no one is sure how the lower gravity will affect her. (p. 12)  
                           • Outside on Mars, Georgie is able to run very fast and leap over boulders “with an ease I could never have on Earth.” (p. 16)  
                           • Georgie has lost a lot of her bone mass and might not be able to walk back on Earth. (pp. 14-15) |
| **Weather** | | |
Close-Reading Questions

“What Would It Take to Live Here?”

1. Describe the purpose of “What Would It Take to Live Here?” (author’s purpose)

2. Do you think being structured as a list makes this article any easier or harder to read? Explain. (text structure)
Critical-Thinking Questions
“Follow the Water” and “What Would It Take to Live Here?”

1. Do you think Buddy does the right thing by helping Georgie stow away on the shuttle to Earth?

2. What role does hope play in this story?

3. The author of “Follow the Water” based her description of the Mars colony on scientific information. Is it important for sci-fi writers to base their writing on real science? Why or why not?

4. Would you want to be a colonist on Mars? Do “Follow the Water” and “What Would It Take to Live Here?” affect your feelings about being a Mars colonist? Explain.
Welcome to do-it-yourself vocabulary! We’re leaving it to you to teach yourself the meanings of new words you encounter in a Scope article or story.

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

Dictionary definition:

Example sentence:
“Follow the Water” Quiz

Directions: Read “Follow the Water” and “What Would It Take to Live Here?” Then answer the questions below.

1. Which words BEST describe Georgie’s attitude about life on Mars?
   A. fearful, uncertain  
   B. negative, resentful  
   C. curious, excited  
   D. thankful, delighted

2. Which line from the story provides the best evidence for your answer to question 1?
   A. “But all those unmanned robots that explored the planet had seemed pretty good.” (p. 12)
   B. “There. That wasn’t so bad, now was it?” (p. 12)
   C. “Because on this dumb planet, I can’t even make a dramatic exit.” (p. 12)
   D. “I pick up a toffee candy that they leave out in bowls on the tables.” (p. 14)

3. What do Georgie’s comments about Red Mars contribute to the story?
   A. They emphasize that life on Mars has been a disappointment to Georgie.
   B. They establish that Georgie loves to read.
   C. They provide additional details about the technology required to travel to Mars.
   D. They reveal that Georgie never wanted to move to Mars in the first place.

4. Read this sentence from page 19: “Though Mars gets to a balmy 70 degrees near its equator during the summer, most of the time it’s deathly cold.” From context clues, you can conclude that balmy means
   A. dangerously cold.  
   B. warm and pleasant.  
   C. disappointing.  
   D. cloudy.

5. In question 4, context clues tell you all of the following EXCEPT which?
   A. Balmy must mean nearly the opposite of “deathly cold.”
   B. Balmy must be a good word to describe 70-degree weather.
   C. Balmy describes weather in the summer, near Mars’s equator.
   D. Balmy must have to do with danger, because it appears near the phrase “deathly cold.”

6. Both “Follow the Water” and “What Would It Take to Live Here?” support which idea?
   A. Humans will never be able to live on Mars.
   B. The lower gravity on Mars would benefit us.
   C. Adjusting to life on Mars would be easier for adults than for teenagers.
   D. Mars colonists would face many challenges.

7. Describe the role that Georgie’s dreams play in “Follow the Water.” What do they help the reader understand? Support your answer with details from the story.

8. Choose two of the challenges listed in “What Would It Take to Live Here?” Explain how these challenges have or have not been overcome in “Follow the Water.” Support your ideas with text evidence.
"Follow the Water" Quiz

Directions: Read “Follow the Water” and “What Would It Take to Live Here?” Then answer the questions below.

1. Which word BEST describes Georgie’s attitude about life on Mars?
   A) scared    C) excited
   B) unhappy   D) thankful

2. Which line from the story provides the best evidence for your answer to question 1?
   A) “But all those unmanned robots that explored the planet had seemed pretty good.” (p. 12)
   B) “There. That wasn’t so bad, now was it?” (p. 12)
   C) “Because on this dumb planet, I can’t even make a dramatic exit.” (p. 12)
   D) “I pick up a toffee candy that they leave out in bowls on the tables.” (p. 14)

3. On page 13, Georgie says that the author of Red Mars made life on Mars “sound not half bad.” Then Georgie says, “Then I got here.” What does she mean?
   A) Life on Mars is not as good as the author of Red Mars made it sound.
   B) Life on Mars is much better than the author of Red Mars made it sound.
   C) Life on Mars is exactly the way the author of Red Mars made it sound.
   D) Reading Red Mars was a good way to prepare for life on Mars.

4. Which BEST describes the reason Georgie hides away on the shuttle back to Earth?
   A) Buddy pressured her to do it.
   B) She wants to see Nana before Nana dies.
   C) She is tired of drinking recycled water.
   D) She is worried about the low gravity on Mars.

5. Read this sentence from page 19: “Though Mars gets to a balmy 70 degrees near its equator during the summer, most of the time it’s deathly cold.” What gives you a hint that balmy means “warm and pleasant”?
   A) The sentence shows that on Mars, it is warmest in the winter.
   B) The sentence shows that Mars has an equator.
   C) The sentence shows that “balmy” means about the same thing as “deathly cold.”
   D) The sentence shows that “balmy” means the opposite of “deathly cold.”

6. Both “Follow the Water” and “What Would It Take to Live Here?” support which idea?
   A) Life on Mars would be boring.
   B) The lower gravity on Mars would benefit us.
   C) Adjusting to life on Mars would be easier for adults than for teenagers.
   D) Mars colonists would need to recycle water.

Constructed-Response Questions

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

7. What does Georgie dream about? Why does she dream about these things? Support your answer with details from “Follow the Water.”

8. Choose one of the challenges listed in “What Would It Take to Live Here?” Explain how this challenge has or has not been overcome in “Follow the Water.” Support your answer with text evidence.
Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand “Follow the Water.” See Scope’s “Glossary of Literary Terms” for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Georgie, Buddy, and one other character of your choice: (1) decide whether the character is major or minor; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is static or dynamic and explain why.

A. GEORGIE is a □ major □ minor (check one) character.
   Description: ____________________________________________________________
   ____________________________________________________________
   She is a □ static □ dynamic (check one) character. I think so because
   ____________________________________________________________

B. BUDDY is a □ major □ minor (check one) character.
   Description: ____________________________________________________________
   ____________________________________________________________
   He is a □ static □ dynamic (check one) character. I think so because
   ____________________________________________________________

C. is a □ major □ minor (check one) character.
   Description: ____________________________________________________________
   ____________________________________________________________
   He/She is a □ static □ dynamic (check one) character. I think so because
   ____________________________________________________________
2. Give an example of something Georgie says or does. What does this reveal about her character?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

3. Give an example of something Buddy says or does. What does this reveal about his character?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 2: Plot

5. Describe two major conflicts in the story. For each, indicate whether the conflict is external or internal.
   Conflict 1:
   __________________________________________________________________________________________________
   __________________________________________________________________________________________________
   Conflict 1 is □ external □ internal. (Check one.)
   Conflict 2:
   __________________________________________________________________________________________________
   __________________________________________________________________________________________________
   Conflict 2 is □ external □ internal. (Check one.)

6. What is the climax of the story? Explain your answer.
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Section 3: Setting

7. Is the setting an important part of the story? Why or why not?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

8. Based on the story, what kind of an environment does Mars have? What would it be like to live there? Give at least three details from the story.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Section 4: Figurative Language

In each quote from the story below, an example of figurative language is underlined. For each, check one of the choices provided to show which type of figurative language it is. Then explain the effect of the figurative language—what it helps the reader understand or what it adds to the story.

9. "We are two mermaids enjoying the freedom of the waves, the tug of the undertow, the rush of the water around us, part of the ocean itself." (p. 12)

   □ simile □ metaphor □ personification

   What the figurative language helps the reader understand or what it adds to the story:

   __________________________________________________________________________
   __________________________________________________________________________

10. “I know she’d laugh at the way we live in plastic tents. “Why, you all look like hamsters,” she’d say, and she’d be right.” (p. 12)

    □ simile □ hyperbole □ personification

    What the figurative language helps the reader understand or what it adds to the story:

    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
Mars Contest

Explain how Jennifer L. Holm draws on scientific information in her story “Follow the Water.” Include details from the story as well as from “What Would It Take to Live Here?” to support your ideas. Five winners will each get One Small Step by P.B. Kerr.

Entries will be judged on:

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

My name: __________________________

My home phone number: __________________________ My grade: __________________________

My teacher’s name: __________________________ My teacher’s e-mail: __________________________

School name: __________________________

School address: __________________________

City: __________________________ State: __________________________ ZIP: __________________________

School phone number: __________________________

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

Parent’s or legal guardian’s signature: __________________________

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

ENTRIES MUST BE RECEIVED BY October 20, 2016!

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Note: Scope does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.
1. Imagine that you are writing a paragraph explaining that etiquette rules change over time.

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

A. In the past, it was considered rude to ride a horse inside the house.
B. Many people believe that Americans are getting ruder.
C. As our society changes, so do rules of etiquette.

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

A. Some people don’t bother removing their earbuds while waiting in the checkout line. (p. 25)
B. It used to be considered rude to answer the phone with “hello” instead of introducing yourself first and then asking who is speaking. (p. 27)
C. Having good manners can put you ahead in life. (p. 26)

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

A. It shows that people today are often thoughtless and rude.
B. It provides an example of an etiquette rule from the past that is still relevant today.
C. It provides an example of how what is considered polite today is different from what was considered polite in the past.
2. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

**Poor phone etiquette can be dangerous.**

- “That kid whose phone buzzes during your piano recital doesn’t mean to disturb everyone around him; he just forgot to switch off his phone.” (p. 26)
- “In 2014, more than 2,500 pedestrians ended up in the emergency room as a result of using their phones.” (p. 25)
- “Ultimately, manners are about being aware of those around you and how your behavior affects their experience in the world.” (p. 26)

I chose ___ because ____________________________________________________________________________________________
_______________________________________________________________________________________________

3. A. Choose THREE pieces of text evidence from “Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude” that BEST support the statement below.

**Some people believe that phones have made Americans more rude.**

- “(The worst offense? Inviting a person to a party over the phone rather than through written invitation.)” (p. 27)
- “The evidence is everywhere, from the guy gabbing on his phone in the middle of *Star Wars* to your best friend Snapchatting her way through your birthday party.” (p. 25)
- “Poor phone etiquette can even be dangerous.” (p. 25)
- “A century ago, experts feared that a dazzling new invention [the telephone] was turning Americans into a bunch of animals.” (p. 27)
- “Many etiquette guides were written [in the 1940s] to instruct people on how to behave properly with their new phones.” (p. 27)

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

Evidence ___ does not support the statement because _____________________________________________________________
_____________________________________________________________________________________________________________
4. Choose the paragraph that correctly uses text evidence from “Is Anything Wrong With This Picture?” in the form of a direct quotation.

A. Although the rules of etiquette change over time, their basic function does not. Good manners, write Tarshis and Lewis, “serve to make the world a happier and more pleasant place to live” (p. 25). In other words, good manners have a positive effect on people around you.

B. Although the rules of etiquette change over time, their basic function does not. Good manners “serve to make the world a happier and more pleasant place to live.”

C. Although the rules of etiquette change over time, their basic function does not. Good manners make the world happier and more pleasant, write Tarshis and Lewis. This is because good manners make people feel good and more at ease (p. 25).

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

5. Choose the paragraph that correctly uses text evidence from “Is Anything Wrong With This Picture?” in the form of a paraphrase.

A. You are more likely to be misunderstood during a phone conversation than in a face-to-face encounter. The first phone-etiquette guides warned of this problem. For example, in “How the Telephone Made America Rude,” the authors quote a guide that states: “Remember that when you telephone, the other person cannot see you: He or she judges you by your voice” (p. 27).

B. You are more likely to be misunderstood during a phone conversation than in a face-to-face encounter. The first phone-etiquette guides warned of this problem. For example, in “How the Telephone Made America Rude,” the authors quote a guide that reminded callers that they would be judged by their voices because they could not be seen by people at the other end of the line (p. 27).

C. You are more likely to be misunderstood during a phone conversation than in a face-to-face encounter. Since people cannot see each other during a phone conversation, they are judged by their voices.

Explain why the two answers you did NOT choose are incorrect: __________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
6. Now it’s your turn. Write a paragraph explaining how good manners can make you more successful in life. Your paragraph should include at least one piece of text evidence in the form of a paraphrase or a direct quotation. Remember to include a sentence that states how that evidence supports your central idea.

_____________________________________________________________________________________________________________
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_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
1. Choose TWO pieces of text evidence from “Is Anything Wrong With This Picture?” that best support the statement below.

**STATEMENT:** The rules of etiquette have changed over time.

A. “Manners are a set of rules for how people treat each other and behave in social situations, and they have been around since the dawn of time.” (p. 25)

B. “Over the centuries, what is considered socially correct has evolved . . .” (p. 25)

C. “Maybe those who are offended by someone texting at the table are stuck in the past, applying old-fashioned standards to a society in which those standards no longer make sense.” (p. 26)

D. “And while obnoxious behavior is nothing new, 74 percent of American adults think that people are getting ruder.” (p. 25)

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

**STATEMENT:** Good manners can help you get ahead in life.

A. “Studies show that teens with good manners are more likely to be successful: They get higher grades, are more impressive in job interviews, and are more likely to get the jobs they want.” (p. 26)

B. “In other words, manners serve to make the world a happier and more pleasant place to live.” (p. 25)

C. “According to Alex J. Packer . . . ‘Good manners make other people feel good—they put people at ease.’” (p. 25)

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

**STATEMENT:**

Having poor phone etiquette can be dangerous.

A “Such behavior [playing video games while walking in traffic] can land people in the hospital—or worse.” (p. 25)

B “But the tremendous number of phone-related injuries is powerful evidence of what can happen when we fail to be considerate of others.” (p. 26)

C ____________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

**STATEMENT:**

A “For the first time, you could talk to loved ones in real time whether they were around the corner or halfway around the world. At the same time, many [Americans living in the 1940s] believed that the telephone was ruining America’s good manners.” (p. 27)

B “But these days, it seems our society may have lost its way—especially when it comes to our phones.” (p. 25)

C “The problem is that Americans have become extremely—even horrifyingly—rude. The evidence is everywhere, from the guy gabbing on his phone in the middle of Star Wars to your best friend Snapchatting her way through your birthday party.” (p. 25)
Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in “Is Anything Wrong With This Picture?”

1. Read the headline and look at the image on page 24. Answer the question posed by the headline: Is anything wrong with this picture? Explain your answer.

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

2. What do the three pie charts on page 25 tell you about people’s opinions about what is rude?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

3. A. What ideas in the main article does the timeline “Etiquette Rules for Kids Through the Ages” support?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

B. Into which section of the article would the information in the timeline best fit? Explain your answer.

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________

4. Describe the photograph on page 27. Why do you think this image was included?

_______________________________________________________________________________________________________________
_______________________________________________________________________________________________________________
Create a Phone Manners Guide

**Directions:** The chart below contains a list of scenarios involving smartphone use. For each scenario, explain what the polite thing to do would be. We’ve filled in the first one for you. In the last row, write your own scenario and response.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>What Should Emily Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily is out to dinner with her friend Sarah and Sarah’s parents. Emily's phone is on the table next to her plate. The phone buzzes.</td>
<td>Unless it’s an emergency, Emily should not answer her phone. She should turn it off. In fact, she shouldn’t have kept her phone on the table during dinner; she should have put it away.</td>
</tr>
<tr>
<td>Emily is sitting next to her friend Sam on a crowded train. Sam is having a very loud phone conversation with his brother.</td>
<td></td>
</tr>
<tr>
<td>Emily’s brother Jason is competing in a national spelling bee. Emily is going to the movies, but she wants to keep her phone on so she can hear it ring when her brother calls with news about the competition.</td>
<td></td>
</tr>
<tr>
<td>It is Emily’s birthday, and she is celebrating with friends at her house. She notices that instead of talking to each other, all of her friends are on their phones.</td>
<td></td>
</tr>
</tbody>
</table>
Creating a Phone Manners Guide

**Directions:** The chart below contains a list of scenarios involving smartphone use. For each scenario, explain what the polite thing to do would be. We’ve filled in two for you.

<table>
<thead>
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<td>Emily is sitting next to her friend Sam on a crowded train. Sam is having a very loud phone conversation with his brother.</td>
<td></td>
</tr>
<tr>
<td>Emily’s brother Jason is competing in a national spelling bee. Emily is going to the movies, but she wants to keep her phone on so she can hear it ring when her brother calls with news about the competition.</td>
<td>Emily should not keep her phone on at the movies. If it is that important to get news from her brother, she should just skip the movie.</td>
</tr>
<tr>
<td>It is Emily’s birthday, and she is celebrating with friends at her house. She notices that instead of talking to each other, all of her friends are on their phones.</td>
<td></td>
</tr>
<tr>
<td>Emily is walking down a very crowded street. Emily receives a text from her friend Liza. Liza wants to know what topic Emily will be writing her history term paper about.</td>
<td></td>
</tr>
</tbody>
</table>
Close-Reading Questions

“Is Anything Wrong With This Picture?”

1. Hyperbole is a literary device in which an author uses exaggeration to add emphasis or create some sort of effect. Where in the introduction do the writers use hyperbole? What does this hyperbole add to the article? (literary devices, tone)

2. According to the article, why do we need manners? (central ideas)

3. A central idea of the section “Phones in the Bathroom” is that our phones have made us inconsiderate. Find two details that support this idea. (central ideas and supporting details)

4. What is the purpose of the section “Who Cares?” (text structure)

5. How does the timeline on pages 25-26 add to the reader’s understanding of the article? (text features)
Critical-Thinking Questions

“Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude”

1. Look at the timeline on pages 25-26. Do any of the etiquette rules still apply? Should we bring any of them back?

2. How have manners changed over time? How have they stayed the same?

3. How can our digital devices affect the way we treat each other?

4. Do manners still matter? Support your ideas with details from the text?
1. **conduct** *(KAHN-duhkt or kuhn-DUHKT)* noun or verb; As a noun, *conduct* [KAHN-duhkt] means “behavior.” If your little brother behaved himself at a wedding, your parents might say they were impressed by his conduct.

As a verb, *conduct* [kuhn-DUHKT] means “to control or manage something.” Your student body president might conduct monthly meetings of the student council. *Conduct* can also mean “lead the performance of musicians,” as in, “Alan Gilbert conducts the orchestra with great skill.”

2. **conscientious** *(kahn-shee-EN-shuhs)* adjective; A conscientious person takes great care to do what is right—to do what he or she is supposed to do and to do it well.

3. **considerate** *(kuhn-SIHD-uh-riht)* adjective; If you are considerate, you think about other people’s needs and feelings and treat other people with respect.

4. **etiquette** *(EHT-ih-kit)* noun; Etiquette is a set of rules about the proper and polite way to behave. Etiquette tells us, for example, the proper way to eat and to introduce ourselves. Etiquette varies among different groups of people and from place to place. According to Chinese etiquette, for example, burping after a meal is a way to show satisfaction, while in the U.S., burping is generally considered rude.

5. **incentive** *(in-SEHN-tiv)* noun; An incentive is something that encourages someone to do something or to work harder. Your principal might offer the incentive of a class pizza party for the student who sells the most raffle tickets.

6. **oblivious** *(uh-BLIH-vee-uhhs)* adjective; Someone who is oblivious is totally unaware of something. Let’s say an escaped goat is running around in the street in front of your house, bringing traffic to a stop and causing all kinds of trouble. But you calmly do your homework with no idea that anything is going on. In this situation, you could be described as being oblivious.

7. **refrain** *(rih-FRAYN)* verb; To refrain is to stop yourself from doing something that you want to do. You might be asked to refrain from taking photos at a museum. If you want more mac and cheese but know you’ve already eaten enough, you might refrain from taking a second helping.

8. **uncivil** *(uhn-SIV-uhl)* adjective; To be uncivil is to be rude or impolite.
Directions: In the space below, list any other words from either text with a definition you are unsure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.
Paired Texts Vocabulary Practice

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

1. A store owner would want to hire someone who is considerate and conscientious.
   - true   - false
   Reason:

2. Getting sent to jail is a great incentive to rob a bank.
   - true   - false
   Reason:

3. If Gina is really embarrassed by the bad haircut she got, it would be kind to refrain from making jokes about it.
   - true   - false
   Reason:

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

4. refrain
   - hold back   - reduce
   - allow   - continue

6. considerate
   - self-centered   - friendly
   - thoughtful   - smart

5. oblivious
   - stubborn   - quiet
   - informed   - clueless

7. uncivil
   - ignorant   - polite
   - uncertain   - ill-mannered

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

8. Ms. Tate told our class that we had to discuss our conduct during the assembly because

   

9. Proper table etiquette is important to my grandmother. Whenever we go to her house,

   

10. Brian was completely oblivious to the puddle in front of him as he rode his bike. He

   

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Paired-Texts Quiz

Directions: Read “Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude.” Then answer the questions below.

1. Which line expresses a central idea of “Is Anything Wrong With This Picture?”
   A. “…our society may have lost its way—especially when it comes to our phones.”
   B. “In 16th-century Holland, if you passed gas, it was polite to cover the sound with a cough.”
   C. “We take [our phones] into bathroom stalls.”
   D. “Hopefully, the desire to not drive other people crazy is reason enough to be conscientious.”

2. The authors support the central idea you identified in question 1 in all of the following ways EXCEPT which one?
   A. They give the example of a man talking on his phone during a movie. (p. 25)
   B. They note that people commonly wear earbuds in the checkout line. (p. 25)
   C. They provide the statistic that in 2014, more than 2,500 people were hospitalized as a result of using their phones. (p. 25)
   D. They note that the world faces serious problems such as war, poverty, and disease. (p. 26)

3. The information in the timeline on pages 25-26 would best fit into which section of the article?
   A. the introduction
   B. “Rules of Behavior”
   C. “Phones in the Bathroom”
   D. “What Really Matters”

4. What does the quote from Alex J. Packer on page 25 contribute to the article?
   A. an expert’s advice about phone etiquette
   B. an opinion on why people are getting ruder
   C. an argument against good manners
   D. an expert’s explanation of the purpose of manners

5. On page 26, the authors write, “Twenty years ago, it would have been considered vulgar to pull out a book and start reading at the dinner table. Does that mean that today it’s tasteless to check your phone during a meal?” From the second sentence, you can infer that vulgar
   A. means the opposite of tasteless.
   B. means nearly the same thing as tasteless.
   C. has something to do with eating.
   D. is no longer a common word.

6. Which statement is supported by information in BOTH “Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude”?
   A. Sometimes it’s OK to be rude to people.
   B. Considering all the serious problems the world faces, manners are not very important.
   C. Most Americans today think that society has become more rude.
   D. Technology has played a role in our changing ideas about manners.

Constructed-Response Questions

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

7. What do the authors do to persuade readers to use good manners? Support your answer with text evidence.

8. What role has technology played in our changing ideas about manners? Support your answer with evidence from both texts.
Paired-Texts Quiz

Directions: Read “Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude.” Then answer the questions below.

1. Which statement BEST expresses a central idea of “Is Anything Wrong With This Picture?”
   A) Many people use their phones in a rude way.
   B) Society is more formal now than it used to be.
   C) We no longer need etiquette rules about riding horses inside the house.
   D) Many people use their phones in the bathroom.

2. Which describes a way the authors support the central idea you chose in question 1?
   A) They note that the world faces serious problems such as war, poverty, and disease. (p. 26)
   B) They explain that rules of etiquette were first written down about 4,500 years ago. (p. 25)
   C) They state that it was once considered rude to bring sharp knives to dinner. (p. 25)
   D) They give the example of a man talking on his phone during a movie. (p. 25)

3. Information in the timeline “Etiquette Rules for Kids Through the Ages” (pages 25-26) would best fit into which section of the article?
   A) the introduction
   B) “Rules of Behavior”
   C) “Phones in the Bathroom”
   D) “What Really Matters”

4. On page 25, the authors quote Alex J. Packer as stating, “Good manners make other people feel good—they put people at ease.” What does this quote help readers understand?
   A) the polite way to use a cell phone
   B) why people are getting ruder
   C) why rules of etiquette change over time
   D) the purpose of manners

5. On page 26, the authors write, “Twenty years ago, it would have been considered vulgar to pull out a book and start reading at the dinner table. Does that mean that today it’s tasteless to check your phone during a meal?” Which word in the second sentence means nearly the same thing as vulgar?
   A) today
   B) tasteless
   C) check
   D) meal

6. Which statement is supported by information in BOTH “Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude”?
   A) Sometimes it’s OK to be rude.
   B) Manners do not change over time.
   C) Most Americans think that society has become more rude.
   D) Technology plays a role in our ideas about manners.

Constructed-Response Questions

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

7. In the section “What Really Matters,” what are two ways the authors try to persuade readers to use good manners? Use text evidence to support your answer.

8. What is similar about how cell phones are affecting manners today and how the telephone affected manners in the 1940s? Support your ideas with evidence from both texts.
Phone Manners Guide Contest

Create your own etiquette guide for smartphone use today. Use information in both texts to help you create your rules. Your guide can be in the form of a list, an essay, a poster, a slideshow, or a video. Five winners will each receive Echo by Pam Muñoz Ryan.

Entries will be judged on:

⇒ use of information from both texts  ⇒ grammar, spelling, and punctuation
⇒ clarity and good organization  ⇒ creativity

My name: __________________________________________

My home phone number: ____________________________ My grade: ____________________________

My teacher’s name: ________________________________ My teacher’s e-mail: ________________________

School name: ____________________________________________________________________________

School address: __________________________________________________________________________

City: __________________________________________ State: ____________________________ ZIP: ____________

School phone number: ____________________________

My parent or legal guardian consents to my participation in this contest. Parent’s or legal guardian’s signature: __________________________________________

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

ENTRIES MUST BE RECEIVED BY October 20, 2016!

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Write an Argument Essay

Directions: Read “Should You Clone Your Pet?” Complete the essay kit on page 29. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Do you think it is OK to clone a pet?
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! Where do I sign up? ☐ No! It’s totally twisted.

__________________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the “Yes” and “No” columns on page 29. Which points support your opinion? What other information supports your opinion? List at least three supporting details on the lines below.

Here’s an example: If you think it is OK to clone a pet, one of your supporting details might be: “Scientists have been cloning animals for years.”

1. _______________________________________________________________________________________________
   _______________________________________________________________________________________________

2. _______________________________________________________________________________________________
   _______________________________________________________________________________________________

3. _______________________________________________________________________________________________
   _______________________________________________________________________________________________
The very beginning of your essay is called the hook because it “hooks” your readers’ attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

1. **An anecdote** (a very short story): Describe an experience with your own pet or another pet you’ve known. Describe what it might be like to clone that particular animal.

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 about pet cloning. Here’s one way you could structure your question: “Should we really risk ____ to ____?”

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 on the lines provided.

Your hook: ____________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you DO think pet cloning is OK, summarize the strongest arguments of those who disagree.
If you DO NOT think pet cloning is OK, summarize the main reasons some people think it is a good idea.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

STEP 5: WRITE YOUR HOOK

The very beginning of your essay is called the hook because it “hooks” your readers’ attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

1. **An anecdote** (a very short story): Describe an experience with your own pet or another pet you’ve known. Describe what it might be like to clone that particular animal.

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 about pet cloning. Here’s one way you could structure your question: “Should we really risk ____ to ____?”

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 on the lines provided.

Your hook: ____________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it’s a brief summary of the issue. Finish the summary of the issue of pet cloning on the lines below.

People have different points of view on pet cloning. One point of view is that

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

STEP 7: START WRITING

On the next page, you’ll find guidelines for how to organize your essay.
Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1. **INTRODUCTION**
   - Open with your hook from Step 5.
   - Write a transition sentence that relates your hook to the question of whether pet cloning is OK. (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.

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.

5. **READ AND REVISE**
   - Use Scope’s “Argument-Essay Checklist” to evaluate and edit what you have written.
1. clone (klohn) **noun** or **verb**; A clone is a living thing that is an exact copy of another living thing. Scientists make clones of cells to study and treat diseases. You can also describe someone as a clone if they look or act a lot like another person.

As a verb, *clone* is used to describe the act of cloning. Scientists first successfully cloned a mammal in 1996—a sheep named Dolly.

2. deceased (dih-SEEST) **adjective** or **noun**; *Deceased* means “dead.” *Deceased* is a more formal word than *dead*, and it is generally used to describe people. So you might say that your friend’s grandfather is deceased, but you would not say that your cactus is deceased. (You would say that it’s dead.)

As a noun, *deceased* is used the same way that *dead* is used as a noun. At a funeral, people gather to mourn the deceased.

3. disposition (dihs-puh-ZISH-uhn) **noun**; A person’s usual mood or their general attitude about life is their *disposition*. Someone who is usually upbeat can be described as having a cheerful disposition. *Disposition* can also mean “inclination or tendency.” Perhaps you have a disposition to laugh when you are nervous, or perhaps you have a disposition to help others.

4. embryo (ehm-BREE-oh) **noun**; An embryo is an animal in the earliest stages of growth before it is born. A human embryo is a tiny clump of cells in the mother’s womb that will eventually grow into a baby. A bird embryo develops inside an egg and will eventually grow into a chick.

5. genes (jeenz) **noun**; All living things are made of cells, and all cells contain genes. Our genes are what give us our particular traits—things like hair color, height, the shape of our faces, and even parts of our personalities. These traits are passed down to us—through our genes—by our parents. In the plant world, genes control things like the shape of a flower and the size of a tree.

6. genetic (jeh-NET-ik) **adjective**; *Genetic* means “related to genes.” Genetic traits, such as hair and eye color, are traits that children inherit from their parents. Genetic diseases are diseases that children inherit from their parents.
7. **surrogate (SUR-uh-ght)** *noun or adjective*; A surrogate is a substitute—someone who takes the place of another or acts on behalf of another. If the head of a company cannot attend an important meeting, he or she might send a surrogate.

*Surrogate* can also be used as an adjective to mean “acting as a surrogate.” So a surrogate mother is a woman or a female animal who gives birth to a baby, or acts as a mother for a baby, who is not related to her by blood.

8. **temperament (TEM-per-muhnt)** *noun*; Like *disposition*, *temperament* refers to your usual attitude or mood. If you are constantly worrying, you have a nervous temperament. On the other hand, if you rarely become excited or frazzled, you have a calm temperament. While your mood can change from day to day, your temperament is a part of your personality.

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

“Should You Clone Your Pet?”

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

1. Into which might an embryo grow: a piglet (a baby pig) or a sapling (a young tree)?
   Answer: _____________________________
   Why: _______________________________

2. Which would it make sense to describe as deceased: a broken lamp or a dead goldfish?
   Answer: _____________________________
   Why: _______________________________

3. Which is controlled by genes: the color of a dog’s fur or the color of a dog’s collar?
   Answer: _____________________________
   Why: _______________________________

4. Which could be described as having an unpleasant temperament: a hot, stuffy room, or a man who is always angry and yelling at people?
   Answer: _____________________________
   Why: _______________________________

Directions: Rewrite each sentence below using one of the following words. We did the first one for you.

5. Jen was born with an eye condition that she inherited from her mother.
   Jen was born with a genetic eye condition.

6. Drew’s two hamsters look identical to each other.

7. Sarah is a cautious person by nature.

8. The mother cat took care of the orphaned baby squirrel like it was one of her kittens.
“Should You Clone Your Pet?” Quiz

Directions: Read “Should You Clone Your Pet?” Then answer the questions below.

1. Which BEST describes the structure of the article?
   A. The author lists the pros and cons of cloning.
   B. The author explains how cloning works, then lists who is against it and who is for it.
   C. The author introduces the idea of cloning a pet, explains how cloning works, and then lists the pros and cons of cloning.
   D. The article tells the story of a cloned animal.

2. On page 28, the author likely includes the detail that a lab in South Korea is working on cloning endangered and extinct animals to
   A. support the claim that cloning is not meant for pets.
   B. show that cloning is being done irresponsibly.
   C. discourage readers from cloning their pets.
   D. demonstrate a potential benefit of cloning animals.

3. The author writes, “For every successful clone, there are dozens of failures.” This line
   A. supports the idea that cloning can be unpredictable and risky.
   B. supports the argument that cloning is safe.
   C. rebuts the argument that cloning is difficult.
   D. supports the idea that cloning is worth the risk.

4. The author supports the idea that a cloned animal is not an exact copy of the original by
   A. describing how a bull was more violent than the bull from which it was cloned.
   B. stating that there are health risks associated with cloning.
   C. explaining how an animal’s temperament is determined.
   D. both A and C

5. Consider the line: “Plus, implanting an embryo is an invasive procedure that puts the surrogate mothers through enormous stress.” (p. 29)
   Context clues reveal that invasive means
   A. long and thorough.
   B. aggressive and intrusive.
   C. easy and enjoyable.
   D. quick and painless.

6. Which claim could be BEST supported with information from the article?
   A. Cloning can have unpredictable outcomes.
   B. Cloning is becoming more popular.
   C. Cloning is inexpensive.
   D. Cloning is safe.

Constructed-Response Questions

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

7. How does the author draw the reader in at the beginning of the article? What idea does the introduction help the reader understand?

8. According to the article, how can cloned animals benefit humans?
“Should You Clone Your Pet?” Quiz

Directions: Read “Should You Clone Your Pet?” Then answer the questions below.

1. Which BEST describes the structure of the article?
   A. The author lists the pros and cons of cloning.
   B. The author explains how cloning works, then lists who is against it and who is for it.
   C. The author introduces the idea of cloning a pet, explains how cloning works, and then lists the pros and cons of cloning.
   D. The article tells the story of a cloned animal.

2. Which line from the introduction helps you understand that cloning is a process that can be used to create a copy of an animal?
   A. “Your mom offered to buy you a new dog—a dog just like Scruff.”
   B. “He understood you better than anyone else.”
   C. “He was your biggest fan.”
   D. “Thanks to a scientific process called cloning, you can have him.”

3. On page 28, the author likely includes the detail that a lab in South Korea is working on cloning endangered and extinct animals to
   A. demonstrate a potential benefit of cloning.
   B. show that cloning is being done irresponsibly.
   C. discourage readers from cloning their pets.
   D. support the claim that cloning is not meant for pets.

4. Which line supports the idea that a cloned animal is NOT an exact copy of the original?
   A. “Most clones had to be put down.” (p. 28)
   B. “Pet owners have ordered hundreds of clones, but not everyone believes pet cloning is OK.” (p. 29)
   C. “But cloning has a dark side.” (p. 28)
   D. “Second Chance did not have the same mild disposition.” (p. 29)

5. Consider the line: “Plus, implanting an embryo is an invasive procedure that puts the surrogate mothers through enormous stress.” (p. 29)
   Context clues reveal that invasive means
   A. long and thorough.
   B. unwelcome and unpleasant.
   C. easy and enjoyable.
   D. quick and painless.

6. Which of the following claims could NOT be supported with information from the article?
   A. Cloning is becoming more popular.
   B. Cloning can have unpredictable outcomes.
   C. Cloning is expensive.
   D. Cloned animals have an increased risk for health issues.

7. How does the author draw the reader in at the beginning of the article? What idea does the first section help the reader understand?

8. According to the author, what is the “dark side” of cloning?
Argument-Essay Checklist

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

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

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

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

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

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

**If you are adding information or showing similarity between ideas:**
- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- another
- furthermore
- finally

**If you are showing that one idea is different from another:**
- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

**If you are showing that something is an example of what you just stated:**
- for example
- to illustrate
- this can be seen
- specifically
- for instance
- namely

**If you want to show cause and effect:**
- as a result
- consequently
- so
- it follows that
- therefore
- eventually

**If you want to add emphasis:**
- in fact
- of course
- truly
- even
- indeed
A Perfect Series

Let’s say you have a sentence that includes a series—that is, a list. Here are some tips to help you get it right!

Place the word and or the word or between the last two items in a series.

For example:
Kim goes to karate class on Mondays, Wednesdays, and Saturdays.
David doesn’t like spinach, olives, or hot peppers on his pizza.

Use commas to separate items in a series of three or more items.

<table>
<thead>
<tr>
<th>You do need a comma after each item in this series:</th>
<th>You don’t need a comma between the items in this sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank broke his nose, his right arm, his left thumb, and his left ankle.</td>
<td>Julie broke her left wrist and her right ankle.</td>
</tr>
</tbody>
</table>

Note: Opinions differ about whether it’s always necessary to place a comma before the and or the or that comes before the last item. In the U.S., it is common to use this final comma—so unless you are told not to, go ahead and place a comma between the last two items in a list.

Directions: Consider the series in each of the following sentences. If it is written correctly, write “C” on the line. If there are any mistakes, write “M” and correct the mistakes. (For this activity, place a comma between the last two items in the list.) We did the first one for you.

M 1. The floor was covered with pieces of paper, coffee grounds, apple slices, empty soda cans.

A 2. Katie said she was going to the movies with Anne, Judy, Rick, and Ben.

M 3. Elliot cannot decide which Hunger Games book is his favorite: The Hunger Games, Catching Fire, or Mockingjay.

C 4. There are two times when we can see the movie: 1 p.m., or 4 p.m.

M 5. Jackie had an hour before basketball practice. She could start her homework read her book or chat with her friends.
Directions: Rewrite each set of sentences as a single sentence that includes a series. Be sure to use commas to separate the items in the series, and to use and or or between the last two items. We did the first one for you.

6. Claire wore a coat. She also wore a hat and gloves and a scarf and earmuffs.
   Claire wore a coat, a hat, gloves, a scarf, and earmuffs.

7. It was hard to choose what to eat for lunch: pizza or sandwiches. Hot dogs were also an option.

8. Christina flipped through the yearbook and found photos of herself on pages 3 and 7. She also found some on pages 14 and 18 and 22.

9. Brian needed to buy an onion. He needed to buy carrots. He needed to buy celery. He needed to buy beans.

10. The pharmacy was closed. The movie theater was closed too. So were the candy store and the café and the bakery.
The Semicolon

In the world of punctuation marks, semicolons can seem a little fancy. Don’t let them scare you! Master semicolons and you’ll have another way to add variety, interest, and clarity to your writing.

1. The most common reason to use a semicolon is to show a connection between two ideas.
   When you use a semicolon this way, there are two things to remember:
   
   1. The two ideas you are joining MUST be independent clauses.
      An independent clause is a group of words that could stand on its own as a sentence.
      Consider the following:
      YES: I always make an effort to be on time; my brother is always late.
      NO: I always make an effort to be on time; not my brother.
   2. The two ideas you are joining MUST be closely related. Consider the following:
      YES: Jason loves the smell of burnt food; it reminds him of his mother’s cooking.
      NO: Jason loves the smell of burnt food; it is supposed to rain later.

2. Use semicolons to eliminate confusion in a long and complicated list.
   If you are listing a number of items that contain commas, you can use semicolons to separate the items. For example:
   I met Paul, a dog groomer from Memphis, Tennessee; Jen, a chef from Portland, Maine; Iris, a doctor from Detroit, Michigan; and Zach, an engineer from Seattle, Washington.

3. When you join two independent clauses with a semicolon, do NOT capitalize the word after the semicolon.

4. Do NOT follow a semicolon with a coordinating conjunction (for, and, nor, but, or, yet, and so).

5. You CAN follow semicolons with coordinating adverbs, which are words like however, indeed, otherwise, and therefore. For example:
   1. I ate just before I arrived; otherwise, I would love to try your mustard-and-spinach soup.
   2. Beth will be at the party; however, she is going to be late.
Directions: For each pair of sentences below, place a ✔ in front of the one that uses a semicolon correctly.

1. ___ Alligators have lived on Earth for millions of years and they are sometimes called; “living fossils.”
   ✔ Alligators have lived on Earth for millions of years; they are sometimes called “living fossils.”

2. ___ We planted acorn squash; broccoli; and cauliflower; we will harvest them all in the fall.
   ✔ We planted acorn squash, broccoli, and cauliflower; we will harvest them all in the fall.

3. ___ The Japanese restaurant is always packed; The French restaurant is always empty.
   ✔ The Japanese restaurant is always packed; the French restaurant is always empty.

4. ___ I wanted to bring my skis; however, they wouldn’t fit in my car.
   ✔ I wanted to bring my skis, however; they wouldn’t fit in my car.

Directions: Rewrite each pair of sentences below as one sentence in which the two independent clauses are joined by a semicolon.

5. My dad rides his bike to work every morning. He hates driving.
   ______________________________________________________

6. Faye forgot to get her permission slip signed. She couldn’t go to the museum.
   ______________________________________________________

7. The food was decent. However, the service could have been better.
   ______________________________________________________

Directions: Rewrite each sentence below as two independent clauses joined by a semicolon.

8. Mark is at the store buying more chips because we finished the first bag in minutes.
   ______________________________________________________

9. I’ve never been scuba diving, but it seems like fun.
   ______________________________________________________

10. I heard something that sounded an awful lot like a kitten meowing.
    _____________________________________________________
Fragment Fix

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

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

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

Incorrect: Unless Jackson cleans his room.
Correct: Unless Jackson cleans his room, he won’t be able to come play basketball tonight.
Correct: Jackson has to stay home tonight unless he cleans his room.

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

1. Don’s aunt, who lives in New Mexico. ____________ F

2. After driving around for half an hour, Kyle finally found a parking space. ____________ S

3. When she started playing guitar. ____________ F

4. Because new running shoes are so expensive. ____________ S

5. Even though Chris had already seen the movie five times. ____________ S

6. If you don’t have anything nice to say. ____________ F

7. Please recycle your bottles and cans. ____________ S

8. Emma slowly backed out of her parking space. ____________ S

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

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

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Spell-Check Errors

Some spelling mistakes won’t be caught by spell check or AutoCorrect. For example, these programs don’t know that when you typed excited, you actually meant exited. That’s why it’s important to proofread your work.

Directions: Read each sentence. If you find a mistake, cross out each misused word and write the correct word above it. Some sentences have more than one error.

1. My mom called my brother and told him too come home write away.

2. Mrs. Saddler says that we are not aloud to go outside for recess today.

3. “Please try a peace of the cake I made,” said Lisa. “I want to know if its any good!”

4. Melissa watched her bag of groceries tumble down the stares.

5. “Has anyone scene Amanda?” asked Jose.

6. “You’re speech was so inspiring!” Gary said to the class valedictorian.

7. My father will eat almost anything—accept spinach.

8. Daniel is hoping the bookstore will higher him again next summer.

9. “I want to by this goldfish,” said my little sister. “It’s so cute!”

10. Mark would rather ride his bike to school then wait for the bus in the cold.
You Write It
Turning an Infographic Into an Essay

**Directions:** Read the infographic about cockroaches. Then follow the steps below to write a persuasive essay arguing whether the roach should be the national bug of the United States.

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

   **CLAIM**

2. Look at each section of the infographic. In the boxes below, list information from each section that supports your claim. We provided one idea for you.

   **THE SUPERPOWERS**

   **THE NUMBERS**
   - *Roaches have been around for hundreds of millions of years, which means they are very resilient creatures.*

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

**Beginning:**
- Your first sentence should be a hook—that is, it should grab readers’ attention and immediately interest them in your essay. Your hook can be a surprising fact, a compelling or amusing anecdote—anything that will immediately engage your readers.

- After your hook, present your thesis statement. Your thesis statement is a sentence that tells your reader what your essay is going to be about—in other words, your central idea. In argument writing, the thesis is where you make your claim and briefly state the details that support it.

**Middle:**
- Explain to your readers why the cockroach should or should not be the national bug of the United States, using the information you wrote in Step 2.

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

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

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

**You Write It**  
We did the research.  
**You** write the story.

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

**PERK:**  
NO DANDER  
Pigs won’t trigger allergies.

**SMARTS:**  
They can be trained.

**DIET:**  
They can EAT (almost) ANYTHING.

**LIFE SPAN:**  
Pigs live 12 to 18 YEARS on average.

**WHY PIGS RULE**

**PERSONALITY:**  
friendly  
affectionate  
curious  
loyal  
clean

**CONTEST**

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

Should the cockroach be the national bug of the United States? Answer this question in a short essay. Use information from the infographic to support your opinion. Five winners will each get a $25 Visa gift card.

Entries will be judged on:

- clarity of central idea and supporting details
- grammar
- organization

My name: _______________________________________________________

My home phone number: __________________ My grade: ___________________________

My teacher’s name: __________________ My teacher’s e-mail: _____________________

School name: _______________________________________________________

School address: _______________________________________________________

City: __________________ State: __________________ ZIP: __________________

School phone number: _____________________________________________

My parent or legal guardian consents to my participation in this contest.
Parent’s or legal guardian’s signature: ___________________________________

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

ENTRIES MUST BE RECEIVED BY October 20, 2016!

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**Number vs. Amount**

The words *number* and *amount* are easy to mix up. Here are some simple rules to help keep these words straight.

Use *number* to refer to things that you CAN count.  
**Examples:**  
- There is a large *number* of plastic flamingos on the lawn.  
- Olivia tripped over a *number* of toys on her way to her little brother’s bed.

Use *amount* to refer to a quantity—something that you CANNOT count.  
**Examples:**  
- While baking cookies, Sebastian spilled a significant *amount* of flour on the floor.  
- No *amount* of scrubbing will remove the doodle that Tracy drew on the desk.

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

1. The traffic jam caused a small *number/amount* of people to be late for the party.

2. Tyrell reached into his backpack and pulled out a large *number/amount* of books.

3. My grandmother puts a tiny *number/amount* of peanut butter on my sandwiches.

4. We found an enormous *number/amount* of empty pizza boxes in Rob’s room.

5. There is always a certain *number/amount* of confusion backstage before the show starts.

6. Unfortunately, only a small *number/amount* of students were able to go on the class trip.

**Directions:** Write the correct word—*number* or *amount*—in each blank below. Then write your own sentence using *number* or *amount*.

7. Selena insists on having the same ____________ of ice cubes in each glass.

8. Looking outside during the blizzard, I was astonished by the ____________ of snow on the ground.

9. Mitch listens to a huge ____________ of music; he always knows the newest singers.

10. An increasing ____________ of dentists have TVs in their examination rooms.

11. ________________________________________________________________
Glossary of Academic Terms

“Academic terms” are words that you will encounter in a school setting. You might find them on tests, in directions, and in discussions you have with your classmates. Here is a handy list of common academic words and what they mean.

- **analyze (AN-uhl-ahyz):**
  To analyze something is to carefully study or examine its different parts in order to understand or explain it.
  
  - **Example:** Analyze the character of John Smith to decide whether or not he deserves to be called a coward.
  - **What this means:** Think about all the information about John Smith’s character—all the things John says, does, and feels at different times in the story—and use that information to decide whether or not he deserves to be called a coward.

- **apply (uh-PLY):**
  When directions ask you to apply one thing to another, you need to make a connection between the first thing and the second thing.
  
  If directions ask you HOW one thing applies to another thing, you need to explain the connection or relationship between the two things.
  
  - **Example:** J. K. Rowling once said, “It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.” Explain how this quote applies to the story you just read.
  - **What this means:** Find and describe the connection between the quote and the story. Is there something that happens in the story that shows the same idea that Rowling expresses in the quote?

- **cite (sahyt):**
  Cite means “mention” or “note.” If you are asked to cite three examples of something, you are being asked to mention, or give, three examples.
  
  When you include information from an article or a story in your own writing—whether you are quoting it directly (that is, writing down the exact words the author used) or indirectly (putting the author’s ideas into your own words), you need to cite your source. In other words, you need to tell your reader where the information came from.
  
  - **Example:** Answer the questions below using text evidence from the articles you just read. Be sure to cite your sources.
  - **What this means:** For each piece of information from an article that you include in your answers, make it clear from which article and page number it came. For example, if a question asks you about the most popular pizza toppings, you might write, “On page 8 of ‘Pizza Forever,’ Jane Smith states that the three most popular pizza toppings are pepperoni, sausage, and mushrooms.” By noting the article’s name, the author’s name, and the page number, you are citing your source.
**compare** (kuhm-PAIR):

When you compare two or more things, you study them to find ways in which they are similar and different.

Words like “similarly,” “also,” “too,” and “likewise” will help you when you are explaining how two things are similar.

Words and phrases like “on the other hand,” “but,” “however,” and “unlike” will help you when you are explaining how two things are different.

- **Example:** Compare what it’s like to have a dog as a pet with what it’s like to have a cat.
- **What this means:** Describe what is similar and what is different about having a dog and having a cat. Everything you say should be to help your reader understand what is alike and different in these two situations.

**complete** (kuhm-PLEET):

To complete something is to finish it.

- **Example:** Complete the chart below.
- **What this means:** Finish the chart by filling in the missing information.

**conclude** (kuhn-KLOOD):

When directions ask you to conclude, or to “draw a conclusion,” they are asking you to form an opinion or make a decision after thinking about something.

**Conclude** can also mean “finish,” as in, “Conclude your essay with a call to action.”

- **Example:** Use information in both articles to draw a conclusion about the plight of lions today.
- **What this means:** Think about information in both articles and use it to arrive at an idea about the plight of lions today.

**define** (dih-FAHYN):

To define a word is to explain what that word means.

- **Example:** Define the following words: ample, brazen, swelter.
- **What this means:** Explain what the words ample, brazen, and swelter mean.

**describe** (dis-SKRAHYB):

To describe something is to tell about it in words.

If you describe how something looks, you tell about its size, shape, color, and texture.

If you describe an experience that you had, you give information such as when and where it occurred, what happened, how it made you feel, and who else was there.

- **Example:** Describe how the invention of the light bulb changed life in America.
- **What this means:** Tell the reader all about how the invention of the light bulb changed life in America.
**determine** (dih-TUR-min):

To determine something is to figure it out or make a decision about it based on facts or evidence.

- **Example:** Use context clues to determine the meanings of the words in bold.
- **What this means:** Use clues in the text to figure out what the words in bold mean.

**develop** (dih-VEL-uhp):

To develop is to grow, be created, or become more advanced over time. A seed, for example, develops into a tree.

When directions ask you how a character or an idea develops, they’re asking how that character or idea changes, or is created, over time or over the course of the story.

When you see a question asking how an author develops something, your answer should include more than one idea; you should be explaining what the author does first, next, and last to create that character or build that idea.

- **Example:** How does the author develop the idea that foods with lots of sugar are unhealthy?
- **What this means:** What does the author write at different points in the article to build the idea that sugary foods are unhealthy?

**discuss** (dis-CUHSS):

When directions ask you to discuss something, they are asking you to give information, ideas, or opinions about it.

You can discuss something with other people, by talking with them, or you can discuss something on your own, such as in writing an essay or a speech.

- **Example:** Discuss the role that school sports play in kids’ lives.
- **What this means:** Tell about the role that school sports play in kids’ lives. There are probably quite a few different answers or ideas about this topic, and you’ll want to mention quite a few of them—definitely the most important ones—so that your reader or listener gets a wide understanding of the topic.

**evaluate** (ee-VAL-yoo-ayt):

When you evaluate something, you make a judgment about it—that is, you say how good or bad, or how weak or strong it is—after giving it careful thought.

- **Example:** Evaluate the author’s argument.
- **What this means:** Carefully consider the argument the author is making and how he/she supports it. Then tell how strong or weak the argument is, and why. Make sure you think about whether the author gives enough support for the argument and whether the points made are relevant—that is, if they really have to do with the argument being made.
explain (ek-SPLAYN):

To explain something is to tell about it so that someone else can understand it.

When there are directions that ask you to explain something, be sure to give plenty of details about why or how it happened.

• Example: Has reading this article changed the way you think about rats? Explain.
• What this means: Tell whether the article has changed the way you think about rats—but don’t just say “yes” or “no.” Rather, give reasons and talk about particular details in the article that did or did not change your view of rats.

identify (ahy-DEN-tuh-fahy):

Identify can mean “recognize what something is or who someone is.”

If you can’t tell what one of the flavors in the cookie you’re eating is, you could say, “There’s a flavor in here that I can’t identify.”

Identify can also mean “tell someone else what something is or who someone is.”

If someone asks you to identify yourself, they want you to say who you are.

Directions that ask you to identify something are usually asking you to tell what something is or point something out.

• Example: Identify three causes of the Great Chicago Fire.
• What this means: Write down three causes of the Great Chicago Fire so that your reader understands what they are.

infer (in-FUR)

To infer is to draw a conclusion using evidence.

For example, imagine you make a smoothie for your friend. A funny look crosses her face as she takes her first sip and she doesn’t drink any more of it. She tells you it’s delicious, but you can infer that actually, your friend does not like the smoothie at all—you can use the evidence of the look on her face and the fact that she isn’t drinking the smoothie to draw a conclusion about her true feelings.

You can infer, or make inferences, when you read, too, by using hints in the text to draw conclusions about things that the author does not state directly.

• Example: What can you infer happened to Maggie at the picnic? Explain.
• What this means: Use hints in the text to draw a conclusion about what happened to Maggie at the picnic. Tell what your conclusion is and explain what hints in the text led you to your conclusion.
organize (OR-guh-nahyz):

If you organize your closet, you sort out the mess of stuff in there and arrange it according to some sort of system—all of your shoes matched up into pairs and put in one spot, all of your sports equipment neatly placed in another spot, and all of your art supplies set in another spot. This makes it easy to find what you are looking for.

When directions ask you to write a well-organized paragraph, they are asking you to sort your ideas into some sort of system or order, similar to what you’d do to organize your closet.

- **Example:** Answer in a well-organized paragraph.
- **What this means:** Make sure that the ideas in your paragraph don’t jump around.

reorder your ideas so that they flow from one to the next in a way that makes it easy for the reader to follow what you’re saying.

refer (rih-FUHR):

When you see the word refer in directions, you could be expected to look at something for information, as in “Refer to the glossary for definitions of the words in bold.”

Or, the directions might be asking you to explain a reference—a mention of someone or something.

- **Example:** What does the title of the story refer to?
- **What this means:** Assume that the title of a story is “Finding Home.” In the story, a boy named Jake hit a home run during a baseball game as he struggles to feel at home in a new town. You could say, then, that the title of the story refers to Jake’s “finding home” during the baseball game and also to his getting used to life in a new town.

summarize (SUHM-uh-rahyz):

When you summarize something (or “write a summary” of it), you give the general idea of it—you tell the most important points and leave out most of the details.

Imagine that you are summarizing a whole novel. A good thing to ask yourself is, “What would I say to a friend who asks me what this novel is about?” You wouldn’t tell your friend everything that happens in the novel—you would tell your friend only the big ideas or the main events of the story.

- **Example:** Summarize the reasons some people prefer dogs to cats.
- **What this means:** In a few sentences, tell the big reasons that some people like dogs more than they like cats. Don’t give a lot of details or examples—keep your answer short.
support (suh-POHRT):

When you see the word support in directions, you’re being asked to find details that show that an idea or a statement is true.

If you are told to support your answer with details from the text, you need to find parts of the article that show that what you are saying is true.

If you are asked to explain how an author supports her ideas, you need to look for the details the author uses to show that what she has stated is true.

- **Example:** Choose one word to describe the character of Sarah Wilson. Support your answer with details from the story.
- **What this means:** Let’s say you choose “hardworking” to describe Sarah Wilson. To support your answer, you need to find examples in the story where Sarah works hard and describe those examples.

synthesize (SIN-thuh-sahyz):

To synthesize is to combine two or more things to create a whole.

When directions ask you to synthesize information from two or more texts, they are asking you to combine information from multiple texts to answer a single question.

- **Example:** Answer the questions below to synthesize information from “Deadly Snacks” and “The Pretzel Man.”
- **What this means:** Answer the questions below to put together information from the two articles.