## Directions:
Each of the vocabulary words below appears in bold in the article “Our World Turned to Water.” See if you can figure out what each word means from the sentence it’s in. Then create your own way to remember the meaning. You can write your own definition, draw a picture, list a synonym, or devise another way!

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>My Own Word Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. current</td>
<td>“Shivering and terrified, Addisyn gripped a wooden post so the powerful current wouldn’t sweep her away.”</td>
<td></td>
</tr>
<tr>
<td>2. demolished</td>
<td>“Damp and moldy walls must be demolished.”</td>
<td></td>
</tr>
<tr>
<td>3. gratitude</td>
<td>“Like so many at Episcopal, the Botos family looks back on their experience mainly with gratitude.”</td>
<td></td>
</tr>
<tr>
<td>4. grave</td>
<td>“But soon, even ‘safe’ areas of the city would be in grave danger.”</td>
<td></td>
</tr>
<tr>
<td>5. mobilize</td>
<td>“But as flooding worsened, the people of Baton Rouge began to mobilize to help each other.”</td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page >
### Your Own Word Clues, p. 2

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>My Own Word Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. recedes</strong> <em>(p. 9)</em></td>
<td>“When the water recedes, it leaves behind a sickening sludge of mud, oil, dead worms, and other filth.”</td>
<td></td>
</tr>
<tr>
<td><strong>7. salvage</strong> <em>(p. 9)</em></td>
<td>“Students and teachers joined together to help people clean their homes, haul away trash, and salvage things that had escaped the waters.”</td>
<td></td>
</tr>
<tr>
<td><strong>8. submerged</strong> <em>(p. 8)</em></td>
<td>“Partially submerged cars looked like shiny sea creatures.”</td>
<td></td>
</tr>
<tr>
<td><strong>9. torrents</strong> <em>(p. 7)</em></td>
<td>“With little warning, lazy rivers, quiet streams, and peaceful creeks explode into powerful torrents of churning water.”</td>
<td></td>
</tr>
<tr>
<td><strong>10. tributaries</strong> <em>(p. 7)</em></td>
<td>“Those rivers connect to many small tributaries—creeks and streams and brooks that squiggle into almost all corners of Baton Rouge.”</td>
<td></td>
</tr>
</tbody>
</table>
Video Activity
“Our World Turned to Water”
September 2017

Video Discussion Questions

Directions: Watch the Behind-the-Scenes video “Our World Turned to Water.” Then answer the questions below.

1. Author Lauren Tarshis calls the 2016 flood in Louisiana “devastating.” What details in the first section of the video (0:10 to 0:48) help you understand how it was devastating?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Why does Lauren think it is “important to share” stories of people who have gone through difficult experiences?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How does the mood (or feeling) of the video shift, starting at 4:30? Consider the narration, visuals, and music.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
4. How does this shift in mood support one of the main ideas of the video (and the article)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. According to the video, what is *resilience*? How do the images and clips in the final section of the video (6:23 to 7:37) help you understand what the word means?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Think About It!

Close-Reading Questions: After reading “Our World Turned to Water,” go back and reread sections to answer the questions below.

1. Read the text on page 4. What are the two main ideas Mrs. Boudreaux wanted the author, Lauren Tarshis, to understand?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

2. In “A Rainy Morning,” how does what was happening inside Episcopal School contrast with what was happening outside? What impression does this section give you of the students and teachers there?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

3. Why were weather forecasters “growing increasingly alarmed”?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
4. Reread “A Disaster Taking Shape.” Summarize what happened to Skyler, Dell, and Addisyn.

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

5. In “A Volunteer Navy,” the text says people “began to mobilize to help each other.” Which details support this statement?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

6. What is the main idea of the section “‘What Can I Do?’”

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Continued on next page >
7. Based on “That's Just Stuff,” how were people in the Episcopal community luckier than many others in Baton Rouge?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Critical-Thinking Question: After answering the close-reading questions, answer the critical-thinking question below, thinking about the meaning of the whole article.

8. Why do you think the author includes the stories of three different students—Addisyn, Skyler, and Dell—in this article?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Think About It!

Directions: After reading “Our World Turned to Water,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:
1. Read the text on page 4. What are the two main ideas Mrs. Boudreaux wanted the author, Lauren Tarshis, to understand?
2. In “A Rainy Morning,” how does what was happening inside Episcopal School contrast with what was happening outside? What impression does this section give you of the students and teachers there?
3. Why were weather forecasters “growing increasingly alarmed”?
4. Reread “A Disaster Taking Shape.” Summarize what happened to Skyler, Dell, and Addisyn.
5. In “A Volunteer Navy,” the text says people “began to mobilize to help each other.” Which details support this statement?
6. What is the main idea of the section “‘What Can I Do?’”
7. Based on “That’s Just Stuff,” how were people in the Episcopal community luckier than many others in Baton Rouge?

Critical-Thinking Question:
8. Why do you think the author includes the stories of three different students—Addisyn, Skyler, and Dell—in this article?
Think About It!

Close-Reading Questions: Read “Our World Turned to Water.” Then go back and reread sections of the article to answer the questions below. We’ve started the first two answers for you.

1. Margaret Boudreaux wrote to the author, Lauren Tarshis, to tell her about the terrible flood in Louisiana. What else did Boudreaux want Tarshis to know?

Boudreaux wanted Tarshis to know that

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

2. In the section “A Sunny Morning,” which two details explain why the rainstorm over Baton Rouge was especially dangerous?

One detail that explains why the storm was dangerous is that

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Another detail is that

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
3. *Stranded* means “stuck somewhere with no way to leave.” Why is “Stranded” a good title for the fourth section?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

4. In “A Volunteer Navy,” what did people who owned boats do to help out?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Think About It! p. 3

5. What happened to Skyler’s house in the section “A Disaster Taking Shape”? Why do you think he later says, “It was amazing what people did for us”?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Critical-Thinking Question (big question about the whole story):

6. At the end of the article, Mrs. Botos says, “The lessons we’ve learned are so amazing.” What do you think the people at Episcopal School learned? Support your answer with details from the article.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

© 2017 Scholastic Inc. Teachers may make copies of this page to distribute to their students.
Exploring Text Features

Directions: Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article “Our World Turned to Water.”

1. Examine the large photo covering pages 4 and 5. How does this image help you understand what the Louisiana Flood of 2016 was like?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

2. What are three things you can learn by studying the map on page 6?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

3. Read the two paragraphs on page 7 that start with “The water caused the truck’s engines to die . . .” How does the photograph of the Botos’s truck on page 6 illustrate what those paragraphs describe?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

4. Look at the image of the young man and read the caption at the top of page 6, then examine the photo and its caption at the top of page 9. What do the photos have in common? What might these people have been feeling the moment these pictures were taken?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

5. Two sections use quotes as their headings. Select one and explain who said the quote and why you think it was chosen for that section’s heading.

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Storyworks S-T-R-E-T-C-H The photos that accompany this story were all taken after the Louisiana Flood of 2016. What image from before the flood would you like to see? Why do you think it would be helpful to include it with the article?

_______________________________________________________________________________________
_______________________________________________________________________________________
Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of “Our World Turned to Water”

“Our World Turned to Water” is about ____________________________________________.

The flood was caused by ________________________________________________________.

The floodwaters rushed in quickly, causing dangerous situations such as _________.

With the lives of many people in danger, hundreds of volunteers ________________________

The flood was the worst natural disaster in America since 2012, causing tragedies like __________________________________________________________.

When people were able to return to their homes, many were upset to find _________.

But the people in the Episcopal School community were fortunate because

1. Begin with a topic sentence that tells what the article is mainly about.
2. What weather conditions led to the flash flood?
3. What happened to people when the water quickly rose?
4. What did volunteers do to help people trapped by the flood?
5. How many people died, and how many homes were flooded?
6. What happened to the belongings and homes of many people?
7. What are two reasons they felt lucky?
A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

**Directions:** Complete the summary below, based on your reading of “Our World Turned to Water.” Think about what was most important in the article.

**Summary of “Our World Turned to Water”**

“Our World Turned to Water” is about _____________________________________________________________.

The flood was caused by _________________________________________________________________________.

The floodwaters rushed in quickly, causing dangerous situations such as _________________________________________________________________________.

With the lives of many people in danger, hundreds of volunteers _________________________________________________________________________.

The flood was the worst natural disaster in America since 2012, causing tragedies like _________________________________________________________________________.

When people were able to return to their homes, many were upset to find _________________________________________________________________________.

But the people in the Episcopal School community were fortunate because ___________________________________________________________ and ___________________________________________________________.

© 2017 Scholastic Inc. Teachers may make copies of this page to distribute to their students.
# Finding the Main Ideas

The main idea of a section or a whole article is an important idea that the author wants you to know about the topic. Looking at the details can help you figure out what the main idea is. What do they mainly describe? You can also use the titles of sections as clues.

**Directions:** Complete the chart below after reading “Our World Turned to Water.” Use the prompts to help you.

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
| “A Rainy Morning”     | People in the Episcopal School community were unprepared for the dangerous storm. | Give two details from this section that tell why the Episcopal School community was unprepared for the storm:  
•                                                                  |
|                       |                                                                          |                                                                                 |
| “A Disaster Taking Shape” | Write the main idea:                                                    | The main idea is supported by the details below. Think about what they tell you about how the flood affected Episcopal School students:  
• Skyler’s family lost everything when their home was flooded.  
• Water rushed through the streets in Dell’s neighborhood.  
• Addisyn and her family were trapped in their truck. |
| “Stranded”            | People’s lives were in danger, and they were desperate for help.          | Give two more details from this section that describe how the flooding endangered lives:  
• The Botos family was stranded, and the floodwaters were rising.  
•                                                                  |

Continued on next page >
**Main Idea and Supporting Details**

**“Our World Turned to Water”**

September 2017

---

**Finding the Main Ideas, p. 2**

---

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A Volunteer Navy”</td>
<td>Write the main idea:</td>
<td>The main idea is supported by the details below. Think about what they tell you about the rescue effort:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Overwhelmed rescue workers could not reach many people who needed help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Volunteers in boats rescued people who were trapped.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A family friend rescued the Botos family.</td>
</tr>
<tr>
<td>“‘What Can I Do?’”</td>
<td>The Episcopal School community worked together to help those who needed it.</td>
<td>Give three details from this section that show how people in the Episcopal School community helped one another:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>“‘That’s Just Stuff’”</td>
<td>Write the main idea:</td>
<td>The main idea is supported by the details below. Think about what they tell you about the Episcopal School community:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The community had less damage than other areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• People who need support are still getting it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Many in the community feel grateful when they look back on the experience.</td>
</tr>
</tbody>
</table>
# Finding the Main Ideas

The main idea of a section or a whole article is an important idea that the author wants you to know about the topic. Looking at the details can help you figure out what the main idea is. What do they mainly describe? You can also use the titles of sections as clues.

**Directions:** Complete the chart below after reading “Our World Turned to Water.” Use the prompts to help you.

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
</table>
| “A Rainy Morning”        | People in the Episcopal School community were unprepared for the dangerous storm. | Give two details from this section that tell why the Episcopal School community was unprepared for the storm:  
•  
•  |
| “A Disaster Taking Shape”| Write the main idea:                                                       | The main idea is supported by the details below. Think about what they tell you about the flood’s effects:  
•  Skyler’s family lost everything when their home was flooded.  
•  Water rushed through the streets in Dell’s neighborhood.  
•  Addisyn and her family were trapped in their truck. |
| “Stranded”               | Write the main idea. Think about the details on the right:                | Give three details from this section that show how the flooding affected people:  
•  
•  
•  |
# Finding the Main Ideas, p. 2

<table>
<thead>
<tr>
<th>Section</th>
<th>Main idea</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A Volunteer Navy”</td>
<td>Write the main idea. Think about the section header and what the section mainly describes:</td>
<td>We’ve given you one detail that supports the main idea. Write two more details:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Overwhelmed rescue workers could not reach many people who needed help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>“What Can I Do?”</td>
<td>Write the main idea. Think about what the section header refers to:</td>
<td>Give three details that support the main idea:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>“That’s Just Stuff?”</td>
<td>Write the main idea:</td>
<td>Give three details that support the main idea:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>
### Making Inferences

*An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.*

**Directions:** The chart below lists clues from “Our World Turned to Water” on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from the article:</td>
<td></td>
</tr>
<tr>
<td>• “Two days earlier . . . few people in Baton Rouge could have imagined that their city would soon be in ruins.”</td>
<td></td>
</tr>
<tr>
<td>• “What Boudreaux and the other teachers and students of Episcopal School did not know was that the rain was part of a dangerous and unusual storm system.”</td>
<td></td>
</tr>
<tr>
<td>• “With little warning, lazy rivers, quiet streams, and peaceful creeks explode into powerful torrents of churning water.”</td>
<td></td>
</tr>
</tbody>
</table>

1. Write two lines from the article that support the inference on the right.

   - ____________________________________________
   - ____________________________________________
   - ____________________________________________
   - ____________________________________________
   - ____________________________________________
   - ____________________________________________

   Disasters can bring out good qualities in people.

Continued on next page >
### Making Inferences, p. 2

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
</table>
| **Consider these lines from the article:**  
• “Church spires and rooftops poked out of brown, rippling water.”  
• “Meanwhile, the Botos family huddled together in the freezing water, which stunk of oil and gas.”  
• “When the water recedes, it leaves behind a sickening sludge of mud, oil, dead worms, and other filth.” | **What can you infer about the quality of the water that flooded Baton Rouge?**  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________ |

Write two lines from the article that support the inference on the right.  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  
________________________________________________________________  

The Botos family learned that people—not objects—are what’s most important in life.
An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.

**Directions:** The chart below lists clues from “Our World Turned to Water” on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from the article:</td>
<td>What can you infer about how prepared people were to deal with the flood?</td>
</tr>
<tr>
<td>• “Two days earlier . . . few people in Baton Rouge could have imagined that their city would soon be in ruins.”</td>
<td></td>
</tr>
<tr>
<td>• “What Boudreaux and the other teachers and students of Episcopal School did not know was that the rain was part of a dangerous and unusual storm system.”</td>
<td></td>
</tr>
<tr>
<td>• “With little warning, lazy rivers, quiet streams, and peaceful creeks explode into powerful torrents of churning water.”</td>
<td></td>
</tr>
<tr>
<td>Write two lines from the article that support the inference on the right.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disasters can bring out good qualities in people.</td>
</tr>
</tbody>
</table>

1. Consider these lines from the article:

2. Write two lines from the article that support the inference on the right.
### Making Inferences, p. 2

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from the article:</td>
<td></td>
</tr>
<tr>
<td>• “Church spires and rooftops poked out of brown, rippling water.”</td>
<td></td>
</tr>
<tr>
<td>• “Meanwhile, the Botos family huddled together in the freezing water, which stunk of oil and gas.”</td>
<td></td>
</tr>
<tr>
<td>• Write one more line from the article that supports the inference on the right.</td>
<td></td>
</tr>
</tbody>
</table>

3. Write two lines from the article that support the inference on the right.  

4. Write your own inference from the article.  

What can you infer about the quality of the water that flooded Baton Rouge?  

...
“Our World Turned to Water” Quiz

Directions: Read the article “Our World Turned to Water” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which of the following best describes the mood, or feeling, inside Episcopal School before the flood?
   A) worried  B) excited  C) spooky  D) gloomy

2. What does grave mean in the sentence, “But soon even ‘safe’ areas of the city would be in grave danger”?
   A) serious  B) surprising  C) some  D) less

3. Why did Baton Rouge seem “more like a lake than a city”?
   A) Many boats were underwater.  B) Strong winds destroyed all the homes.  C) Floodwater was everywhere.  D) Homes were damp and moldy.

4. What did the volunteer “navy” do?
   A) repaired homes  B) removed cars  C) warned people  D) rescued people

5. Which phrase from the story supports the answer to question 4?
   A) “...one of the boats ...rescued the family.”  B) “...emergency operators were getting frantic calls for help.”  C) “Damp and moldy walls must be demolished.”  D) “But now they were stranded.”

6. Which of the following statements is NOT supported by the article?
   A) The National Weather Service sent out a flash flood warning.  B) Episcopal School was destroyed by the flood.  C) The Botos family was stranded in the water.  D) People helped their neighbors during and after the flood.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. Describe one photograph from the article and what it shows you about the flood.
8. What did the Botos family learn as a result of the flood?
“Our World Turned to Water” Quiz

Directions: Read the article “Our World Turned to Water” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. On Episcopal School’s orientation day, what danger loomed for the citizens of Baton Rouge, Louisiana?
   A  a fast-moving storm
   B  winds that could topple trees
   C  a hurricane
   D  a heavy rainstorm that could cause a dangerous flood

2. Which line from the story supports your answer to question 1?
   A  “‘We had never flooded before,’ says Dell, who lives near the school.”
   B  “That morning, the National Weather Service sent out a flash flood warning for parts of Baton Rouge.”
   C  “The water caused the truck’s engine to die.”
   D  “Every year, dozens of people in vehicles lose their lives trying to escape floods.”

3. What does grave mean in the sentence, “But soon, even ‘safe’ areas of the city would be in grave danger”?
   A  serious
   B  unexpected
   C  some
   D  less

4. How did the Botos family feel in the freezing water?
   A  brave
   B  annoyed
   C  miserable
   D  lost

5. Which line from the article supports the answer to question 4?
   A  “Slowly, the family pushed their way through the deep water and back toward the house.”
   B  “Adding to their misery: The water was swarming with fire ants, which stung their arms and legs.”
   C  “But now they were stranded.”
   D  “They had escaped from the truck.”

6. Which word describes the mood, or feeling, the author creates as she describes the work of the volunteers?
   A  sad
   B  fearful
   C  happy
   D  hopeful

7. Why was Dell so eager to help others after the flood?
   A  His school was still open.
   B  His school gym and fields were not damaged.
   C  His home did not flood.
   D  His neighborhood was not harmed.

8. Which sentence best expresses the main idea of the article?
   A  People helped their neighbors after a terrible flood.
   B  It is important to prepare for a flood.
   C  Flood cleanup can take many months.
   D  Floods can destroy homes, cars, and schools.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. What do the photographs of the flood damage in Baton Rouge add to the article?

10. Looking back on her family’s experience, Mrs. Botos says, “We’ve gained so much more than we lost.” What does she mean?
Our World Turned to Water

To the teacher: We suggest using these questions with the lower-Lexile version of the story, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions
These questions allow students who are new to English to show their understanding with a simple answer.
1. Did the floods happen in August? (Yes, they did.)
2. Was there a flash flood warning before the great floods? (Yes, there was.)
3. Were the people who lived near Episcopal School safe from the floods? (No, they weren't.)
4. Is it safe to drive a car when there are even a few inches of rain on the road? (No, it isn't.)
5. Was the Botos family able to save their dogs? (Yes, they were.)
6. Did people in the community volunteer to help others after the flood? (Yes, they did.)

Either/Or Questions
These questions allow slightly more-advanced students to use the language in the question to support their answer.
1. Was Mrs. Boudreaux excited for school to start, or was she scared of the rain coming? (She was excited for school to start.)
2. Are there many bodies of water in Baton Rouge or just one? (There are many bodies of water in Baton Rouge.)
3. Was the Botos family safe or unsafe in their pickup truck during the flood? (They were unsafe in the truck.)
4. Did more rain fall during the floods of 2016 or during Hurricane Katrina? (More rain fell during the 2016 floods.)

Language Questions
Explain that figurative language uses words to help you picture something. Discuss what the phrases in bold in the following sentences describe:
1. “It was as if millions of fire hoses were hanging from the sky, all turned on full blast.” (p. 7)
2. “Two feet of water can lift a pickup or SUV and turn it on its side. The truck can be swept away like a bath toy.” (p. 7)
Discuss why the author uses quotation marks around words in these sentences:
3. “But soon, even ‘safe’ parts of the city would be in grave danger.” (p. 7)
4. “By mid-morning, a ‘navy’ of volunteers had headed out in their own boats.” (p. 8)
**Pick Your Own Vocabulary Words**

**Directions:** We’ve given you the definitions of five important words from this issue’s story “Freddie in the Shade.” Look for the words as you read. Then pick out three more words that are new to you. Write their definitions, using context clues or a dictionary to help you.

<table>
<thead>
<tr>
<th>WORD</th>
<th>PAGE NO.</th>
<th>IT MEANS . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chocolate éclair</td>
<td>12</td>
<td>a long pastry that is filled with whipped cream or custard and topped with chocolate</td>
</tr>
<tr>
<td>2. darted</td>
<td>12</td>
<td>moved suddenly and quickly</td>
</tr>
<tr>
<td>3. smirked</td>
<td>12</td>
<td>smiled in a knowing way</td>
</tr>
<tr>
<td>4. wavered</td>
<td>13</td>
<td>was unsure or undecided; went back and forth</td>
</tr>
<tr>
<td>5. wistful</td>
<td>13</td>
<td>sadly wishful; longing</td>
</tr>
</tbody>
</table>

**My own words:**

6. 

7. 

8. 

© 2017 Scholastic Inc. Teachers may make copies of this page to distribute to their students.
Think About It!

Critical-Thinking Question: After reading “Freddie in the Shade,” go back and reread sections to answer the question below.

1. What people and events help Freddie to adjust to change through the story? Which do you think most affects him? Why?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
A Shade-y Character

**Directions:** Answer the questions in the chart below to help you analyze the character of Freddie. Use specific examples from the beginning, middle, and end of the story “Freddie in the Shade.”

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How does Freddie feel about all the changes in his life? Why does he wear sunglasses everywhere?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Middle</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How do working at the bakery and spending time with Amy affect Freddie? How does he react when he learns Amy is leaving?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>End</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How does Freddie act at his new school? How does he treat his new baby sister? What has he realized about the changes in his life?</td>
<td></td>
</tr>
</tbody>
</table>

**Your Turn!** Use your responses above to help you respond to the writing prompt on page 14: Pretend you are Freddie. Write a journal entry explaining what you’ve learned about accepting changes in your life and how you learned it.
Change Happens

The action of a story is called the *plot*. Most plots follow a similar pattern. The introduction presents a character’s main problem. Then the problem gets more complicated until the climax—or exciting turning point—of the story happens. And then (whew!) the resolution: The problem is resolved. Finally, there’s a conclusion. In this activity, you’ll figure out the different parts of the plot in “Freddie in the Shade.”

**Directions:** Fill in each block in the pyramid, using the prompts to help you.

1. **Introduction**
   What problem is Freddie facing? How does he deal with this problem?

2. **The Plot Thickens**
   Who does Freddie meet at the bakery? How do his days change?

3. **Climax**
   What does Amy tell Freddie right before school starts? What does he realize about her?

4. **Resolution**
   What does Freddie do after learning about Amy’s situation? Why?

5. **Conclusion**
   How does Freddie respond to changes in his life now?
In the story “Freddie in the Shade,” author Pam Muñoz Ryan uses figurative language. That means her words have a meaning other than what they actually say on the page. Sometimes you have to think about what she means. This activity will help you do that.

Directions: Read each line from the story below. Think about what each one means, using our hints to help you. Then rewrite each line in your own words.

1. “His mom had died before he could remember, so it had been Freddie and Dad for years, just the two of them against the world.” p. 12 (Hint: Why might Freddie have felt like he and his dad were “against the world”? What does this tell you about their relationship?)

   My own words: ____________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________

2. “For weeks, Freddie had been hibernating in his room, trying to avoid Dad and Maggie.” p. 12 (Hint: What does “hibernating” mean? What kind of animal does the word make you think of? How else might Freddie have been acting like such an animal?)

   My own words: ____________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________

3. “The smell of bread baking and the curtains of steam on the windows made it seem like anything Freddie said there would be protected.” p. 13 (Hint: In what way is the steam like curtains? Why might someone close the curtains in a room? How does Freddie feel inside the kitchen?)

   My own words: ____________________________________________________________________________
   _______________________________________________________________________________________
   _______________________________________________________________________________________
“Freddie in the Shade” Quiz

Directions: Read the story “Freddie in the Shade” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which word best describes Freddie at the beginning of the story?  
   A brave  
   B unhappy  
   C lazy  
   D fun

2. Why does Mr. Fieldstone give Freddie an éclair the first time they meet?  
   A He feels sorry for Freddie.  
   B He wants to thank Freddie for helping his customer.  
   C He gives éclairs to all new employees.  
   D He thinks Freddie needs fattening up.

3. In the sentence “For weeks, Freddie had been hibernating in his room trying to avoid Dad and Maggie,” hibernating is closest in meaning to _____.
   A unpacking  
   B doing homework  
   C hiding away  
   D playing games

4. How does Amy feel about living in two different places?  
   A pleased  
   B curious  
   C proud  
   D sad

5. Which line from the story supports your answer to question 4?  
   A “It’s . . . you know . . . hard going back and forth.”  
   B “I’ve always wanted a sister.”  
   C “Yeah, I’m lucky, all right.”  
   D “Every afternoon, Amy had more questions.”

6. Freddie finally decides to stop wearing his sunglasses all the time because . . .  
   A summer is over, and the sun is less bright.  
   B he needs to see better for basketball.  
   C they get wet from crying when Amy leaves.  
   D they can’t stop things from changing in his life.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the story.

7. What do you think Freddie learns in this story?  

8. How does the author use the sense of smell, sight, and taste to describe Freddie’s first time in the bakery?
“Freddie in the Shade” Quiz

Directions: Read the story “Freddie in the Shade” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which character trait best describes Freddie at the beginning of the story?
   A  eager  C  confused  
   B  joyless  D  thankful

2. Which line from the story supports your answer to question 1?
   A  “‘And they love you. I mean, they really love you.’”
   B  “He had no interest in Minneapolis or anyone who lived there.”
   C  “Freddy darted to slide open the door . . .”
   D  “Puzzled, Freddy asked, ‘Why didn’t you mention it before?’”

3. At the beginning of the story, which event in Freddie’s life has just happened?
   A  Freddie got a new baby sister.
   B  Freddie’s mother died.
   C  Freddie’s dad married Maggie.
   D  Freddie and his family moved to Minneapolis.

4. Which word means the same as savored in the phrase “he savored the gooey pastry”?  
   A  enjoyed  C  prepared  
   B  disliked  D  destroyed

5. Where does Freddie first start to feel comfortable in his new town?
   A  in the park  C  in the bakery  
   B  in his bedroom  D  in his school

6. Which line from the story supports your answer to question 5?
   A  “Freddie walked down Main Street.”
   B  “The first day of school wasn’t bad at all.”
   C  “For weeks, Freddie had been hibernating in his room.”
   D  “And there was a peculiar feeling of safety in the warm kitchen.”

7. Freddie finally decides to stop wearing his sunglasses all the time because ______.
   A  summer is over, and the sun is less bright
   B  he needs to see better for basketball
   C  they get wet from crying when Amy leaves
   D  they can’t stop things from changing in his life

8. What has Freddie learned by the end of the story?
   A  Change is a part of life and can be good.
   B  It’s better to answer questions than ask them.
   C  First impressions are usually correct.
   D  Simple is always best.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the story.

9. Which senses does the author use to describe Freddie’s first time in the bakery?

10. How do Freddie’s feelings about having a baby brother or sister change over the course of the story?
Vocabulary Practice

Here are the vocabulary words from the story “The Amazing History of Dogs.” Look at their meanings.

**aggressive** *(adjective)* ready and willing to fight

**ancestors** *(noun)* people who were in someone’s family in past times; animals in the past from which modern animals developed

**domesticated** *(adjective)* bred or trained to need and accept the care of human beings

**mastodons** *(noun)* animals that were related to the mammoth and lived in ancient times

**morphed** *(verb)* changed completely from one thing into another

**speculate** *(verb)* to form ideas or theories about something

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

1. Which of the following means the opposite of **domesticated**?
   - A energetic
   - B angry
   - C dirty
   - D wild

2. Select the best sentence to follow this: “Lena decided to research her ancestors.”
   - A “She was curious about kids in other countries.”
   - B “She wanted to learn about life in space.”
   - C “She wanted to learn about her family long ago.”
   - D “She was hoping to send them a postcard.”

3. Which of the following might be described as **aggressive**?
   - A a sleepy kitten
   - B a hungry lion
   - C a giggling baby
   - D a broken computer

4. Where would you NOT see a mastodon?
   - A in a zoo
   - B in an illustration in a science book
   - C as a statue at a natural history museum
   - D in an animated video about the ancient world

5. Which of the following is a synonym of **morphed**?
   - A transformed
   - B grew
   - C moved
   - D jumped

6. Which of the following situations would most likely require you to speculate?
   - A returning a library book
   - B talking to a friend on the phone
   - C listening to a favorite song
   - D deciding which team you think will win a basketball game

**Directions:** Answer the questions below.

7. What would be a way that’s not aggressive to deal with a bully? __________________________________________________

8. What is something you know about your ancestors? __________________________________________________
Think About It!

Close-Reading Questions: After reading “How the Wolf Became the Dog” and “How America Went DOG Crazy,” go back and reread sections to answer the questions below.

“How the Wolf Became the Dog”

1. In the first section, the authors write that “life was a daily struggle for survival” during the Ice Age. What evidence do they give to support this statement?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

2. According to “From Wolf to Dog,” what do scientists know for sure about the history of dogs?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

3. What is one theory about how humans and wolves first teamed up? How did this help both species?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________
Think About It! p. 2

4. Based on “Hunters, Napkins,” what is a domesticated animal? What details in this section help you understand what makes dogs domesticated animals?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

“How America Went DOG Crazy”

5. In the first section, what is the authors’ tone, or attitude, toward Scout? Why do you think they describe Scout in this way?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

6. Reread the section “Too Dirty and Smelly.” How is the way dogs are treated today different from the way they were treated in the past?

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

Continued on next page >
7. Based on “From Workers to Pets,” how was America changing in the late 1800s? How did this affect our relationship with dogs?
_______________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

8. Why might the authors have included the section “A Surprising Discovery”?
_______________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Critical-Thinking Question: After answering the close-reading questions, answer the critical-thinking question below, thinking about the meaning of both articles.

9. What is the biggest difference between why people own dogs today and why people owned dogs in the past? Use details from both articles in your answer.
_______________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Think About It!

Directions: After reading “How the Wolf Became the Dog” and “How America Went DOG Crazy,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

“How the Wolf Became the Dog” Close-Reading Questions:

1. In the first section, the authors write that “life was a daily struggle for survival” during the Ice Age. What evidence do they give to support this statement?

2. According to “From Wolf to Dog,” what do scientists know for sure about the history of dogs?

3. What is one theory about how humans and wolves first teamed up? How did this help both species?

4. Based on “Hunters, Napkins,” what is a domesticated animal? What details in this section help you understand what makes dogs domesticated animals?

“How America Went DOG Crazy” Close-Reading Questions:

5. In the first section, what is the authors’ tone, or attitude, toward Scout? Why do you think they describe Scout in this way?

6. Reread the section “Too Dirty and Smelly.” How is the way dogs are treated today different from the way they were treated in the past?

7. Based on “From Workers to Pets,” how was America changing in the late 1800s? How did this affect our relationship with dogs?

8. Why might the authors have included the section “A Surprising Discovery”?

Critical-Thinking Question:

9. What is the biggest difference between why people own dogs today and why people owned dogs in the past? Use details from both articles in your answer.
Think About It!

**Close-Reading Questions:** Read the feature “The Amazing History of Dogs.” Then go back and reread sections of both articles in it to answer the questions below. We’ve started the first two for you.

1. Based on the section “From Wolf to Dog” in the first article, what animal is the ancestor of all dogs? About when did dogs first appear?

   The ancestor of all dogs is ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

2. What main quality did the wolves that first teamed up with people have?

   The wolves that first teamed up with people were ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

Continued on next page >
3. Read the section “Hunters, Napkins.” What changes did wolves go through as they became dogs?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

4. Look at the article “How America Went DOG Crazy.” What can you conclude about how people feel toward dogs from the text on page 18?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Continued on next page >
Think About It! p. 3

5. Based on the section “From Workers to Pets,” what are some reasons that people started to treat dogs as pets rather than as workers?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Critical-Thinking Question (big question about both stories):

6. Both articles offer examples of how humans have turned to dogs to help them. Choose two examples from each article to support the idea that dogs have helped humans for thousands of years. (Continue on the back if you need more space.)

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
## Putting It All Together

**Directions:** To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from the article “How the Wolf Became the Dog” (HWBD) and the informational text “How America Went DOG Crazy” (HAWDC). We’ve indicated where you can find each answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Text(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During what time period did the relationship between humans and dogs begin?</td>
<td>HWBD</td>
</tr>
<tr>
<td>2. When did dogs first appear, and where did they come from?</td>
<td>HWBD</td>
</tr>
<tr>
<td>3. Until the late 1800s, what was the main role of dogs?</td>
<td>(both texts)</td>
</tr>
<tr>
<td>4. How did the role of dogs change during the late 1800s?</td>
<td>HAWDC</td>
</tr>
<tr>
<td>5. How popular are dogs in America today?</td>
<td>HAWDC</td>
</tr>
<tr>
<td>6. What are some of the jobs that dogs perform today?</td>
<td>HAWDC</td>
</tr>
<tr>
<td>7. Why are dogs important to humans?</td>
<td>(both texts)</td>
</tr>
</tbody>
</table>

**Write Now!** Use your answers above to help you respond to the writing prompt at the bottom of page 19.
Find the Evidence

Directions: Read each question below carefully. Some will ask you to select text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text evidence.

1. The authors of “How the Wolf Became the Dog” describe the lives of our early ancestors during the Ice Age as “a daily struggle for survival.” Circle the letter of the piece of text evidence that best shows why this was so:
   a. “There were no nations yet, no cities or towns.”
   b. “Danger lurked everywhere—diseases with no cures, saber-toothed tigers with 11-inch fangs, elephant-like mastodons with swordlike tusks.”
   c. “Roman warriors marched into battle alongside enormous war dogs.”
   d. “And so humans let these wolves stick around.”

2. In your own words, explain how the friendship between wolves and humans began. Use details from the text.

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

3. The section “From Wolf to Dog” explains that the gray wolf is the ancestor of every dog. Circle the letter of the piece of text evidence that best supports this statement:
   a. “Scientists speculate that the first dog appeared between 15,000 and 38,000 years ago.”
   b. “Dogs were the first domesticated animals—that is, animals bred and raised to live among us.”
   c. “A few wolves crept into human campsites, lured by tasty food scraps.”
   d. “They (wolves living near humans) became friendlier and more eager to please humans. Eventually, a new kind of creature had developed: the dog.”

4. Describe in your own words some of the ways that “humans put dogs to work,” according to the article “How the Wolf Became the Dog.”

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
Find the Evidence, p. 2

5. Circle the letter of the piece of text evidence that supports the idea that dogs are very popular pets in America today.
   a. “A 2015 poll found that 38 percent of U.S. dog owners cook special meals for their dogs.”
   b. “Of course, Americans have embraced other pets too.”
   c. “But until recently, dogs were mainly valued for the work they could do.”
   d. “Today, nearly 50 percent of American families own at least one dog.”

6. Using evidence from “How America Went DOG Crazy,” explain why people started keeping more dogs as pets beginning in the late 1800s.

_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

7. Which of the following describes a possible scientific reason for our powerful connection to dogs?
   a. “. . . when humans and dogs gaze into each other's eyes . . . Both the human's and the dog's brains release a chemical that makes them feel close.”
   b. “Dogs have been by the sides of humans for tens of thousands of years.”
   d. “They (dogs) lead people who can't see. They find people who are lost.”

8. Explain in your own words how dogs relate to humans differently than other animals do. Use specific evidence from both texts.

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
Find the Evidence

Directions: Read each question below carefully. Some will ask you to select two or three pieces of text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text.

1. The authors of “How the Wolf Became the Dog” describe the lives of our early ancestors during the Ice Age as “a daily struggle for survival.” Circle the letters of the TWO pieces of text evidence that best support this description:
   a. “There were no nations yet, no cities or towns.”
   b. “Roman warriors marched into battle alongside enormous war dogs.”
   c. “At that time, many animals—including the wolf—posed a threat to humans.”
   d. “And so humans let these wolves stick around.”
   e. “Danger lurked everywhere—diseases with no cures, saber-toothed tigers with 11-inch fangs, elephant-like mastodons with swordlike tusks.”
   f. “On icy winter nights, people used dogs as foot warmers.”

2. In your own words, explain how the friendship between wolves and humans began. Use details from the text.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. The first article states, “As the centuries passed, the wolves living near humans continued to change.” Circle the letters of the THREE pieces of text evidence that best demonstrate how these wolves changed:
   a. “Scientists speculate that the first dog appeared between 15,000 and 38,000 years ago.”
   b. “Their bodies got smaller, their ears floppier.”
   c. “They became friendlier and more eager to please humans.”
   d. “This does not mean that a fierce wolf suddenly and magically morphed into a yapping Chihuahua . . .”
   e. “There are many mysteries.”
   f. “[The wolves living near humans] gave birth to even gentler babies . . . On and on this went, until a new, calmer breed of wolf emerged.”

Continued on next page >
Find the Evidence, p. 2

4. In your own words, explain why people started keeping more dogs as pets beginning in the late 1800s.
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

5. You can infer that owning a dog often leads to better emotional and physical wellbeing. Circle the letters of the FOUR pieces of text evidence from “How the Wolf Became the Dog” and “How America Went DOG Crazy” that best support this inference:
a. “But scientists are only now starting to understand the long history of dogs.”
b. “Studies show that dogs really do make our lives better.”
c. “Dog owners tend to get more exercise; those daily walks make people healthier.”
d. “Dogs can help kids with autism and other challenges cope with stress.”
e. “Another study showed that when humans point to something, dogs look where we’re pointing.”
f. “They lead people who can’t see. They find people who are lost. They comfort wounded soldiers.”

6. Using text evidence from both texts, explain how dogs relate to humans differently than other animals do.
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of “How the Wolf Became the Dog” and “How America Went DOG Crazy”

“How the Wolf Became the Dog” is about ______________________________________

All dogs have a common ancestor: ____________________________________________.

One theory is that during the Ice Age, some wolves began to ______________________

These wolves grew gentler over time and eventually ________________________________.

The first domesticated animals, dogs were put to work in various ways. For example,

they ____________________________________________________________________________.

“How America Went DOG Crazy” is about ______________________________________

In the late 1800s, more Americans started keeping dogs as pets because ____________

Both articles show how, over many years, dogs and humans have ________________

1. Begin with a topic sentence that tells what the article is mainly about.

2. What animal is this ancestor?

3. Where did some wolves start to spend time?

4. How did the gentler wolves change over time?

5. Name three types of work dogs did.


7. What happened in America that made it easier to have a pet dog?

8. What do both articles have to say about the relationship of humans and dogs?
Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

**Directions:** Complete the summary below, based on your reading of “How the Wolf Became the Dog” and “How America went DOG Crazy.” Think about what was most important in the articles.

**Summary of “How the Wolf Became the Dog” and “How America Went DOG Crazy”**

“How the Wolf Became the Dog” is about _______________________________________________________________

___________________________________________________________.

All dogs have a common ancestor: ______________________________________________________________

One theory is that during the Ice Age, some wolves began to ____________________________________________

_______________________________________________________________________________________________.

These wolves grew gentler over time and eventually _______________________________________________

_______________________________________________________________________________________________.

The first domesticated animals, dogs were put to work in various ways. For example, they _______________

_______________________________________________________________________________________________.

“How America Went DOG Crazy” is about ____________________________________________________________

_______________________________________________________________________________________________.

In the late 1800s, more Americans started keeping dogs as pets because __________________________________

_______________________________________________________________________________________________.

Both articles show how, over many years, dogs and humans have ______________________________________

_______________________________________________________________________________________________.

© 2017 Scholastic Inc. Teachers may make copies of this page to distribute to their students.
Understanding Text Structures

Directions: Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. 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 “How the Wolf Became the Dog.”

1. What is the main purpose of the article? ___________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Why is a sequence-of-events structure useful for this purpose? __________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. The authors use description in the first section. What do the authors describe? __________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. In the section “From Wolf to Dog,” the authors explain how “a group of humans and a group of wolves teamed up.” Which text structure is this? Explain your answer using examples. ___________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

   Continued on next page >
4. The author uses a sequence-of-events structure in “Hunters, Napkins.” Give examples of clues (words or phrases like “the beginning” or “in 1930”) that tell you this is the structure. 

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

5. Look at the captions below the photographs of the Egyptian mummy dog, Sergeant Stubby, and Balto on pages 16-17. Imagine that the authors put this information into a paragraph rather than in the captions. Which text structure would they most likely use? Why?

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

You be the author! Write a paragraph using the photographs and captions of the mummy dog, Sergeant Stubby, and Balto on pages 16-17 as inspiration. Use your answer to question no. 5 to help you.
**The Amazing History of Dogs**' Quiz

**Directions:** Read the articles “How the Wolf Became the Dog” and “How America Went DOG Crazy” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. **In the first article, what does speculate mean in the sentence “Scientists speculate that the first dog appeared between 15,000 and 38,000 years ago?”**
   - A threaten
   - B think
   - C prove
   - D pretend

2. **What word best describes the wolves that stayed in human campsites?**
   - A gentle
   - B scared
   - C fierce
   - D nervous

3. **Which line from the article supports the answer to question 2?**
   - A “Every dog has the same ancestor, the gray wolf.”
   - B “At that time, many animals posed a threat to humans.”
   - C “But they still helped protect humans from dangerous predators.”
   - D “These wolves were less aggressive than other wolves.”

4. **In the late 1800s, why did dogs become popular pets in America?**
   - A People needed working dogs in cities.
   - B Dogs herded animals on family farms.
   - C People could afford to care for them.
   - D Dogs became domesticated.

5. **Based on the second article, how does owning a dog affect our lives?**
   - A It ruins our lives.
   - B It does not change our lives.
   - C It makes our lives harder.
   - D It improves our lives.

6. **Both articles talk about . . .**
   - A dogs’ importance to people.
   - B the ancestor of all dogs.
   - C animals of the Ice Age.
   - D annoying pets in America.

**Constructed Response**

**Directions:** On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the articles.

7. **Based on “How the Wolf Became the Dog,” name two ways humans put dogs to work.**

8. **Do you think that “How America Went DOG Crazy” is a good title for this article? Explain.**
**The Amazing History of Dogs** Quiz

**Directions:** Read the articles “How the Wolf Became the Dog” and “How America Went DOG Crazy” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which of the following sums up a main idea of “How the Wolf Became the Dog”?  
   - A Long ago, our human ancestors hunted with domesticated animals.  
   - B Scientists are still learning about saber-toothed tigers.  
   - C Egyptians turned their dogs into mummies.  
   - D Over thousands of years, humans and dogs developed a special bond.

2. Which line from the article best supports the answer to question 1?  
   - A “Eventually, a new kind of creature had developed: the dog.”  
   - B “. . . something beautiful was born: the friendship between humans and dogs.”  
   - C “At that time, many animals—including the wolf—posed a threat to humans.”  
   - D “. . . humans put dogs to work in new ways.”

3. What does morphed mean in the sentence “This does not mean that a fierce wolf suddenly and magically morphed into a yapping Chihuahua with a pink bow”?  
   - A changed  
   - B slipped  
   - C charged  
   - D snuggled

4. Which phrase best describes the new breed of wolf that developed?  
   - A larger and smarter  
   - B smaller and meaner  
   - C gentler and calmer  
   - D tougher and fiercer

5. What is the main idea of “How America Went DOG Crazy”?  
   - A Americans did not always provide good health care for their pets.  
   - B Over time, Americans have developed a powerful connection with their pet dogs.  
   - C Long ago, Americans did not own many dogs.  
   - D Dogs worked on farms and in cities.

6. What causes humans and dogs to feel close to each other, according to new research?  
   - A the need for working dogs  
   - B the large number of dogs in the world  
   - C a similarity between their bodies  
   - D a special chemical in their brains

7. Which line from the article supports the answer to question 6?  
   - A “This shows that dogs try to understand us.”  
   - B “Both the human's and the dog's brains release a chemical that makes them feel close.”  
   - C “Americans have embraced other pets too.”  
   - D “Today, nearly 50 percent of American families own at least one dog.”

8. Both articles explain . . .  
   - A why people own more dogs than cats.  
   - B how the gray wolf and the dog are connected.  
   - C why dogs became so important to people.  
   - D how domesticated animals first developed.

**Constructed Response**

**Directions:** On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the articles.

9. Describe one way people’s lives would be different today if dogs had not been domesticated. Use details from the articles.

10. What is the connection between the title “How America Went DOG Crazy” and the information in the article?
The Amazing History of Dogs

To the teacher: We suggest using these questions with the lower-Lexile version of the texts, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions
These questions allow students who are new to English to show their understanding with a simple answer.
1. Are wolves ancestors of dogs? (Yes, they are.)
2. Did humans use wolves as napkins? (No, they did not.)
3. Were dogs the first animals to be domesticated? (Yes, they were.)
4. Do many people think of their dogs as members of the family? (Yes, they do.)
5. Do chimpanzees naturally look to where humans point? (No, they do not.)
6. Can dogs make people healthier? (Yes, they can.)

Either/Or Questions
These questions allow slightly more-advanced students to use the language in the question to support their answer.
1. Do more Americans own cats or dogs? (More Americans own cats.)
2. Did wolves turn into dogs quickly, or did this change happen over a long time? (This change happened over a long time.)
3. Do dogs go to the vet more today, or did they go more in the 1700s? (Dogs go to the vet more today.)
4. Is there research to show the connection between dogs and humans, or is it just something people believe? (There is research to show this connection.)

Short-Answer Questions
These questions prompt students to produce simple answers on their own with language from the text.
1. What are some differences between wolves and dogs? (Dogs are smaller and more eager to please humans than wolves. They are domesticated.)
2. What are three ways dogs helped humans before the 1800s? (Answers may include: Dogs were hunters, animal herders, foot warmers, and guards. Humans used them as napkins and food testers.)
3. What are three ways dogs help humans today? (Dogs help lead the blind, find the lost, and comfort wounded soldiers.)
Words of Justice

The play *The Fight for What’s Right* includes several terms having to do with standing up for fairness—and fighting against what’s not fair. This activity will help you understand these words and phrases in the play.

**Directions:** Look at the terms below. Circle the ones that are new to you and refer to these definitions as you’re reading. Then use the definitions to help you answer the questions that follow.

1. **citizens:** members of a particular country who have the rights and protection of that country
2. **descent:** family background
3. **discrimination:** unfair treatment of others based on differences in such things as age, race, or gender
4. **inferior:** of less importance or value
5. **injustice:** unfairness
6. **lawsuit:** a process in which a court of law settles a disagreement between people or organizations
7. **petition:** a written document that people sign to show that they want a person or organization to do or change something
8. **prejudice:** dislike of a person or group because of their race, religion, or other factor
9. **segregate:** to not allow people of different races or backgrounds to be together in a place, such as a school
10. **witness stand:** the place in a court of law where a witness answers questions and promises to tell the truth

11. For which of the following reasons might you sign a **petition**?
   a. to show that you want to join your school’s soccer team
   b. to show that you think your school should have a soccer team instead of a football team

12. Describe an example of **injustice** that you have seen or learned about.
Think About It!

Close-Reading Questions: After reading The Fight for What’s Right, go back and reread sections to answer the questions below.

1. Reread Scene 1. Why does the secretary say Alice and Virginia may go to the Westminster school but Sylvia and Jerome may not? What can you conclude about how the school treats some children?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

2. In Scene 3, what details show that Mexican-American children are treated unfairly?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

3. Reread Sylvia’s and Miguel’s lines in Scene 3. What do they tell you about why the Mendezes’ fight for a good education was difficult?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________
4. Reread what Mama tells Sylvia and Jerome about prejudice in Scene 5. How did the boy in the park show prejudice?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

5. What reason does Mr. Kent give at first for sending children of Mexican descent to Hoover Elementary? What does he say next? What does this reveal about him?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

6. Based on what Mrs. Hughes says in Scene 7, how does having children learn together help everyone?
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Continued on next page >
Critical-Thinking Question: After answering the close-reading questions, answer the critical-thinking question below, thinking about the meaning of the whole play.

7. Why was winning the lawsuit important for the Mendez family? Why was it important for all the children of California?

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
Think About It!

**Directions:** After reading *The Fight for What’s Right*, go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

**Close-Reading Questions:**
1. Reread Scene 1. Why does the secretary say Alice and Virginia may go to the Westminster school but Sylvia and Jerome may not? What can you conclude about how the school treats some children?
2. In Scene 3, what details show that Mexican-American children are treated unfairly?
3. Reread Sylvia’s and Miguel’s lines in Scene 3. What do they tell you about why the Mendezes’ fight for a good education was difficult?
4. Reread what Mama tells Sylvia and Jerome about prejudice in Scene 5. How did the boy in the park show prejudice?
5. What reason does Mr. Kent give at first for sending children of Mexican descent to Hoover Elementary? What does he say next? What does this reveal about him?
6. Based on what Mrs. Hughes says in Scene 7, how does having children learn together help everyone?

**Critical-Thinking Question:**
7. Why was winning the lawsuit important for the Mendez family? Why was it important for all the children of California?
Think About It!

**Close-Reading Questions:** Read *The Fight for What’s Right*. Then go back and reread scenes from the play to answer the questions below. We’ve started the first two for you.

1. In Scene 1, why does the secretary say Sylvia and Jerome have to go to the Mexican school? Why is this unfair?

   The secretary says Sylvia and Jerome have to go the Mexican school because
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________

2. What is Hoover Elementary like? What do children learn there?

   Hoover Elementary is a small wooden shack with
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________

Continued on next page >
3. Reread Sylvia and Miguel’s conversation at the end of Scene 3, and Papa’s lines at the beginning of Scene 4. Why don’t people want to sign a petition or join a lawsuit?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

4. What reasons does Mr. Kent give for sending children of Mexican descent to Hoover? How do Sylvia, Jerome, and others react?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Continued on next page >
5. What reasons does Mrs. Hughes give for not sending children to a separate Mexican school?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Critical-Thinking Question (big question about the whole story):

6. At the end of the play, Sylvia says, “It isn’t just about Mexicans. It’s about everybody coming together.” How was winning the lawsuit important for all the children of California?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________
**Understanding Setting**

**Directions:** Setting is the time period and place in which a story happens. By describing the setting of a story, an author can help you imagine living in that world. Answer the questions below to help you understand the setting in *The Fight for What’s Right*.

1. In what part of the country does the play take place? When does the play take place?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

2. Mexican-Americans were discriminated against during this time. What is one example of discrimination in the play?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

3. How does the description of the Westminster school differ from that of Hoover Elementary?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

4. How did the ruling on the Mendez lawsuit affect the rest of the country? (Hint: Look at the photo caption on page 24.)

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
Sylvia’s Theme

Directions: The theme of a story is the big, important idea you take away from reading it. In the chart below, write what each character thinks or does about the rule that Mexican-American children in Westminster have to go to a separate school. Then respond to the question that follows.

<table>
<thead>
<tr>
<th>What do each of the characters below think or do about Westminster’s rule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Papa</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mrs. Hughes</td>
</tr>
</tbody>
</table>

Why do Sylvia and Papa follow through on their lawsuit even though they face challenges?

________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________

Your turn! Use your responses above to help you answer the writing prompt on page 25: What challenges did the Mendez family face as they fought to send Sylvia to a good school? Why was their fight important?
Inferring What’s Right

Directions: In the play *The Fight for What’s Right*, the author does not always tell you how characters feel or why they act the way they do. Instead, you must use text clues to make inferences. Read each set of lines from the play. Think about the questions in small type on the sides. Then make an inference to answer each question in bold.

1. Think about these lines from Scene 2:

   **Papa:** It’s not a mistake. He says all Mexican kids have to go to Hoover Elementary.
   **Mama:** Why?
   **Papa:** I kept asking him that. He just said, “That’s the way it’s done here.”
   **Aunt Sally:** Hoover is much farther away. I heard teachers don’t want to work there.
   **Papa:** This is not acceptable.
   **Mama:** What can we do about it?
   **Papa:** I’m not sure. But a good education is worth fighting for.

   What can you tell about Papa’s character?
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________

   Why does Papa keep asking the principal questions?

2. Now think about these lines in Scene 5:

   **Sylvia (yawning):** Why are we getting up so early?
   **Mama:** I need you to help on the farm before school.
   **Jerome:** Where is Papa?
   **Mama:** He is traveling around the county working on the lawsuit.
   **Sylvia:** If we win, will we get to go to that big beautiful school?
   **Mama:** Yes.

   What else can you tell about Papa?
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________

   Why does Papa have to wake up early and travel around?
3. Think back to these lines from Scene 3:

**Ms. Wilson:** Good morning, class. Today the girls are going to learn how to sew, and the boys will build shelves.

**N3:** Miss Wilson passes out scraps of fabric and wood.

**N1:** Sylvia raises her hand.

**Sylvia:** Miss Wilson, are we ever going to read books or learn math?

**Ms. Wilson:** No. You don’t need to know those things.

Why are the Mexican children taught different skills than the children at Westminster?

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

4. Now read these lines from Scene 7:

**Mr. Marcus:** Do you believe that Mexican children should go to school with white children?

**Mrs. Hughes:** Yes. But not just for the education.

**Mr. Marcus:** What do you mean?

**Mrs. Hughes:** For children to understand and respect each other, they need to spend time together—learning and playing and sharing. That’s the first step to getting rid of prejudice.

**N3:** Sylvia squeezes Mama’s hand and smiles.

How does Sylvia feel about what Mrs. Hughes says?

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________
The Fight for What's Right Quiz

Directions: Read the play The Fight for What's Right in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Where does this story take place?
   A Mexico
   B California
   C Puerto Rico
   D Washington, DC

2. The line “But when they experience injustice, the Mendez family takes a stand” means that the Mendez Family takes action after . . .
   A they are treated unfairly.
   B Mr. Mendez loses his job.
   C Sylvia is allowed to attend the Westminster school.
   D the newspaper writes a story about them.

3. In Scene 1, why does the school secretary decide that Sylvia and Jerome have to attend the Mexican school?
   A They are not American.
   B They don’t speak English well.
   C They want to learn to sew and build shelves.
   D They have dark skin and hair.

4. Which word best describes Mr. Kent?
   A lazy
   B wise
   C dishonest
   D proud

5. Which line from the play supports your answer to question 4?
   A “That’s not true! The principal never talked to us.”
   B “Everyone knows their school is better.”
   C “Why are we getting up so early?”
   D “For children to understand and respect each other, they need to spend time together.”

6. Why are Sylvia’s parents crying in Scene 8?
   A They are sad they lost the lawsuit.
   B They are happy they lost the lawsuit.
   C They are sad they won the lawsuit.
   D They are happy they won the lawsuit.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

7. How is Hoover Elementary different from the Westminster school?

8. Why was the Mendez trial important? (Hint: Look in the Epilogue.)
The Fight for What's Right Quiz

Directions: Read the play The Fight for What's Right in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. The play is titled The Fight for What’s Right because the Mendez family works hard to . . .
   A. become American citizens.  
   B. end an argument on the playground.  
   C. make sure Mexican-American children are treated equally.  
   D. run the best farm in the state.

2. Which word is closest in meaning to injustice in the line “But when they experience injustice, the Mendez family takes a stand”?  
   A. unfairness  
   B. unemployment  
   C. happiness  
   D. respect

3. What is one way Hoover Elementary is different from the Westminster school?  
   A. The school bus stops at Hoover but not at Westminster.  
   B. Hoover is bigger than Westminster.  
   C. Hoover has no playground, but Westminster has a nice one.  
   D. None of the Hoover students speak English, while all of the Westminster students do.

4. Before the trial, how many Mexican-American children attended Westminster?  
   A. 0  
   B. 2  
   C. 10  
   D. 20

5. What Mr. Kent says in Scene 6 shows he has a lot of _____.
   A. energy  
   B. wisdom  
   C. pride  
   D. prejudice

6. Which line from the play supports your answer to question 5?
   A. “Well, they can’t keep up with the white children. They’re not as smart.”  
   B. “Everyone knows their school is better.”  
   C. “He is traveling around the county working on the lawsuit.”  
   D. “For children to understand and respect each other, they need to spend time together.”

7. You can guess that Mr. Mendez believes a high-quality education . . .
   A. is something only white children can have.  
   B. consists of sewing and furniture building.  
   C. should be available to all children.  
   D. comes from working on a farm.

8. Which line from the play supports your answer to question 7?
   A. “Today the girls are going to learn how to sew, and the boys will build shelves.”  
   B. “… a good education is worth fighting for.”  
   C. “… the white children enter the big, clean building.”  
   D. “I need you to help on the farm . . .”

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

9. What is one problem Mr. Mendez encounters while preparing for the lawsuit? How does he solve it?

10. According to Mrs. Hughes, what is the first step to getting rid of prejudice?
Think About It!

**Close-Reading and Critical-Thinking Questions:** After reading “How to Write a Poem,” go back and reread sections to answer the questions below.

1. Reread the first six lines of the poem. Restate in your own words what the poet tells the reader to do.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Who is speaking the seventh line? Why do you think it is in italics?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. What does it mean to have “many voices”?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Think About It! p. 2

4. Reread lines 8-11. What does the poet compare “many voices” to in these lines? What do you think he means?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

5. Look at the words in the yellow circle and the text underneath it. What do these features show?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________
Think About It!

Directions: After reading “How to Write a Poem,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading and Critical-Thinking Questions:
1. Reread the first six lines of the poem. Restate in your own words what the poet tells the reader to do.
2. Who is speaking the seventh line? Why do you think it is in italics?
3. What does it mean to have “many voices”?
4. Reread lines 8-11. What does the poet compare “many voices” to in these lines? What do you think he means?
5. Look at the words in the yellow circle and the text underneath it. What do these features show?
"How to Write a Poem" Quiz

Directions: Read the poem “How to Write a Poem” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. The poem’s first line reads “Hush.” This line expresses the idea that ______.
   A. poets talk too much
   B. ideas can come to you in quiet moments
   C. you should read the poem silently
   D. the speaker is trying to sleep

2. When the poet says “Let loose your heart,” he means that you should ______.
   A. be open to all thoughts that come to you
   B. fall in love
   C. try not to have any feelings
   D. feel only joy

3. What makes the last line of the poem humorous?
   A. It’s misspelled.
   B. It’s the same as the first line.
   C. It’s about two words, and it is two words.
   D. It’s not about poetry.

4. Which of the following is a main message of the poem?
   A. Not many people can write poetry.
   B. It’s fun to write poems with your friends.
   C. Good poems are hard to understand.
   D. Your thoughts and feelings can inspire poetry.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the poem.

5. The speaker tells you to grab “spunk,” which means courage, enthusiasm, and determination. How might spunk help you in writing a poem?

6. Why might a poet have “many voices”?
Komodo Capitalization

Directions: Anna, the author of our Word Power feature “Could This Dragon Save Your Life?,” had tons more info about Komodo dragons that she wanted to share with you. So she wrote the piece below. Too bad she made so many capitalization mistakes! Review the capitalization rules, then correct her 15 mistakes. We did the first one for you.

Capitalization Rules

1. Capitalize proper nouns.
   A proper noun names something specific, such as a particular person, place, or thing.

2. Do not capitalize common nouns.
   Common nouns do not name specific people, places, or things.

There’s More to These Dragons Than Their Gross Mouths!

by Anna Starecheski

Here’s a fun Fact about Komodo dragons: They can eat almost their entire body weight in one meal. And they could weigh 150 pounds! If they are threatened, they can throw up the meal. That makes them lighter so they can run away faster. (Not to mention that they’ve grossed out their Attacker.) Here’s another tidbit: Komodo dragons eat almost every part of their Prey. That means they’ll eat Bones, hooves, skin, and intestines.

These giant lizards are named after the island of komodo, which is part of indonesia. Komodo dragons live on several islands there. You won’t find wild Komodo dragons anywhere else in the World. But if you want to see a Komodo dragon in person, there’s good news: Many zoos, including the san diego Zoo and the bronx zoo, have Komodo dragons on view.

monique van* hoek is one of the scientists who discovered the special germ-fighting Chemicals in a Komodo dragon’s mouth. When I spoke to her, she told me something funny: While Komodo dragons in the wild have very dirty mouths, the dragons that live in Zoos actually have pretty clean mouths. Perhaps they brush and floss every day.

* Guess what? This actually isn’t supposed to be capitalized!
**Write an Opinion Essay**

**Directions:** Read the article “Is It Fair to Ban Fidget Spinners?” in the September 2017 issue of Storyworks.
Fill in the chart on page 27. Then follow the steps below to write an opinion essay.

<table>
<thead>
<tr>
<th>BEFORE YOU WRITE: CHOOSE YOUR SIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>An opinion essay is all about stating a view and using evidence to try to convince your readers to agree with you. First, decide where you stand. Is it fair for schools to ban fidget spinners?</td>
</tr>
<tr>
<td>Check the box next to the point of view you will support in your essay.</td>
</tr>
<tr>
<td>☐ Yes! They’re distracting! ☐ No! Kids need to spin!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARAGRAPH 1: INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introduction should get readers’ attention, tell them a bit about the topic, and clearly state your opinion.</td>
</tr>
</tbody>
</table>

Write a hook to get readers interested:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write a sentence or two explaining what the debate is all about:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write a sentence that clearly states your opinion on the topic:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Continued on next page >
You've already started this part! Your three reasons should be listed in either the “Yes” or the “No” column on page 27. Copy them on the numbered lines below. After each one, add evidence—facts, details, or examples—to support the reason.

| Reason 1: |_________________________________________________________________________________________________|
| Reason 1: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|

| Reason 2: |_________________________________________________________________________________________________|
| Reason 2: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|

| Reason 3: |_________________________________________________________________________________________________|
| Reason 3: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|
| Evidence: |_________________________________________________________________________________________________|

continued on next page >
Write an Opinion Essay, p. 3

PARAGRAPH 3: CONCLUSION

The last paragraph of your essay is the conclusion. You should write a few sentences restating your main points—but don’t add any new ideas. Remember, this is the last thing your readers will see, so make sure to remind them how you’ve shown that your opinion makes sense.

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

FINAL STEP!

Now copy your work onto a separate sheet of paper. Remember to indent at the beginning of each paragraph, and use transition words where necessary. Don’t forget to proofread!
Write an Opinion Essay

Directions: Read the article “Is It Fair to Ban Fidget Spinners?” in the September 2017 issue of Storyworks. Fill in the chart on page 27. Then follow the steps below to write an opinion essay.

BEFORE YOU WRITE: CHOOSE YOUR SIDE

An opinion essay is all about stating a view and using evidence to try to convince your readers to agree with you. First, decide where you stand. Is it fair for schools to ban fidget spinners?

Check the box next to the point of view you will support in your essay.

☐ Yes! They’re distracting!  ☐ No! Kids need to spin!

PARAGRAPH 1: INTRODUCTION

The introduction should get readers’ attention, tell them a bit about the topic, and clearly state your opinion.

Write a hook to get readers interested:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write a sentence or two explaining what the debate is all about:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write a sentence that clearly states your opinion on the topic:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
You've already started this part! Your three reasons should be listed in either the “Yes” or the “No” column on page 27. You can make each one into a topic sentence for a paragraph that supports your opinion. After the topic sentence, add evidence to support the reason. Use facts and details from the article, plus any other examples you can think of or evidence you find from other sources.

**PARAGRAPH 2**

Topic sentence, stating a reason: ____________________________________________________________

__________________________________________________________________________________

Evidence: _____________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Continued on next page >
Write an Opinion Essay, p. 3

PARAGRAPH 3

Topic sentence, stating another reason:

Evidence:

PARAGRAPH 4

Topic sentence, stating another reason:

Evidence:
Write an Opinion Essay, p. 4

**PARAGRAPH 5: MENTION THE OTHER SIDE**

Think about a point that someone on the other side of the debate might make. How would you respond? Start this paragraph by mentioning the other side, then explain why you disagree with it.

<table>
<thead>
<tr>
<th>What the other side might say:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why you disagree:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**PARAGRAPH 6: CONCLUSION**

The last paragraph of your essay is the conclusion. You should write a few sentences restating your main points—but don’t add any new ideas. Remember, this is the last thing your readers will see, so make sure to remind them how you’ve shown that your opinion makes sense.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

> Now copy your work onto a separate sheet of paper. Remember to indent at the beginning of each paragraph, and use transition words where necessary. Don’t forget to proofread!
Opinion Essay Toolkit

Use the words, phrases, and ideas below to help you write a powerful opinion essay!

1. INTRODUCTION PARAGRAPH

Writing Your Hook

The beginning of your essay is called the hook because it “hooks” your readers’ attention. Here are some ideas for writing a great hook:

• **Question:** Ask your readers a question that leads them to take your side on the issue.
  
  **Example:** What would a school birthday party be without cupcakes?

• **Quotation:** Start with a powerful quote from a well-known person. (Don’t forget to mention the source!)
  
  **Example:** Albert Einstein once said, “Imagination is more important than knowledge.”

• **Short experience:** Start with a few sentences describing something that happened to you or someone else, to show your main point.
  
  **Example:** Twelve-year-old Sarah Patel was texting her sister while walking to school one morning. All of a sudden—SMACK. She slammed right into a brick wall.

• **Surprising Fact:** Catch your readers’ attention with a piece of information they aren’t likely to know.
  
  **Example:** American elementary school students produce 1.2 billion pounds of lunch trash every year.

• **Vivid Scene:** Use descriptive details to drop your readers into a scene to make your point.
  
  **Example:** The sky is dazzlingly blue. A warm breeze carries the scent of wildflowers. Something floats up lazily from behind the trees—a bird? A butterfly? No: a plastic bag.

Words and Phrases for Stating Your Opinion

- I think/believe that
- I am confident/certain that
- I support/oppose
- In my opinion
- From my point of view
- It is clear that
- Without a doubt
- The fact is
- In truth

© 2017 Scholastic Inc. Teachers may make copies of this page to distribute to their students.

Continued on next page >
Opinion Essay Toolkit, p. 2

2. BODY PARAGRAPH(S): REASONS AND EVIDENCE

<table>
<thead>
<tr>
<th>Transition Words and Phrases: Giving Your Reasons</th>
<th>Transition Words and Phrases: Providing Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>First/second/third</td>
<td>Furthermore</td>
</tr>
<tr>
<td>To begin with</td>
<td>In addition</td>
</tr>
<tr>
<td>One reason is</td>
<td>Most important</td>
</tr>
<tr>
<td>Next</td>
<td>Of course</td>
</tr>
<tr>
<td>Besides</td>
<td>Finally</td>
</tr>
<tr>
<td>One reason is</td>
<td>For example/instance</td>
</tr>
<tr>
<td>Next</td>
<td>In fact</td>
</tr>
<tr>
<td>Besides</td>
<td>As evidence</td>
</tr>
<tr>
<td>Finally</td>
<td>In support of this</td>
</tr>
<tr>
<td>Furthermore</td>
<td>Specifically</td>
</tr>
<tr>
<td>In addition</td>
<td>In particular</td>
</tr>
<tr>
<td>Most important</td>
<td>To illustrate</td>
</tr>
<tr>
<td>Of course</td>
<td>This can be seen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words and Phrases for Arguing Against the Other Side: Introducing the Other Side (Optional)</th>
<th>Words and Phrases for Arguing Against the Other Side: Explaining Why You Disagree (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opponents may argue</td>
<td>However</td>
</tr>
<tr>
<td>I realize some may believe</td>
<td>But I doubt</td>
</tr>
<tr>
<td>I understand others feel</td>
<td>Yet I question</td>
</tr>
<tr>
<td>Even though some claim</td>
<td>On the other hand</td>
</tr>
<tr>
<td>Some people favor</td>
<td>Nevertheless</td>
</tr>
<tr>
<td>It may be that you support</td>
<td>Even so</td>
</tr>
<tr>
<td></td>
<td>On the contrary</td>
</tr>
<tr>
<td></td>
<td>But let me explain</td>
</tr>
</tbody>
</table>

3. CONCLUSION PARAGRAPH

<table>
<thead>
<tr>
<th>Words and Phrases for the Conclusion Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use these words and phrases for your conclusion.</td>
</tr>
<tr>
<td>For all these reasons</td>
</tr>
<tr>
<td>As you can see</td>
</tr>
<tr>
<td>As I have noted</td>
</tr>
<tr>
<td>You can see why</td>
</tr>
<tr>
<td>The time has come to</td>
</tr>
</tbody>
</table>
“Is It Fair to Ban Fidget Spinners?” Quiz

**Directions:** Read the debate “Is It Fair to Ban Fidget Spinners?” in the September 2017 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. In the sentence “And the craze isn’t going away,” craze means something that is very _____.
   - A helpful
   - B dangerous
   - C annoying
   - D popular

2. The author writes “Remember bottle flipping?” while discussing fidget spinners because she . . .
   - A doesn’t want you to forget this other fad.
   - B hopes you have forgotten this other fad.
   - C is giving an example of a fad that was very distracting.
   - D is giving an example of a fad that was not very distracting.

3. According to the article, you can buy a fidget spinner for about how much?
   - A $1
   - B $5
   - C $10
   - D $20

4. What is one problem with having fidget spinners at school, based on the article?
   - A They cause distractions.
   - B Most kids can’t afford them.
   - C The noise they make is disturbing.
   - D All principals have banned them.

5. According to the article, some teachers . . .
   - A are selling fidget spinners at school.
   - B are using fidget spinners to teach lessons.
   - C need fidget spinners to help them focus.
   - D compete in the fidget spinner world championship.

6. What can you infer about Ben from reading the article?
   - A He finds fidget spinners annoying.
   - B He is a world champion fidget spinner.
   - C He fidgets a lot in class.
   - D He likes his teacher.

**Constructed Response**

**Directions:** On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the debate.

7. Choose two psychologists quoted in the article and compare and contrast what they say about fidget spinners.

8. In your opinion, which reason from the article best supports the argument that fidget spinners should NOT be banned?
Updating the Umbrella

Directions: Read the infographic on page 32 of the September 2017 issue of Storyworks. Then complete the activity below to help you write an email to an inventor describing the flaws you’d like fixed in today’s umbrellas.

A. Read the headline and the sentences below it and look at the central image. What is this infographic about?
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
Use your answer to write an opening sentence for your email, introducing the main idea you will support:
_______________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________

B. Five sections surround the center. Each section gives a key detail supporting the main idea. Copy the blue section labels first, then write the key details for your email in your own words, using a complete sentence for each.

1. Label: ____________________________
   Sentence: _______________________________________________________________________________

2. Label: ____________________________
   Sentence: _______________________________________________________________________________

3. Label: ____________________________
   Sentence: _______________________________________________________________________________

4. Label: ____________________________
   Sentence: _______________________________________________________________________________

5. Label: ____________________________
   Sentence: _______________________________________________________________________________

Continued on next page >
C. Look over the whole infographic again. Write a concluding sentence that summarizes how the details support the main idea.

_______________________________________________________________________________________
_______________________________________________________________________________________

D. You're ready to write! Use your opening sentence, key details, and conclusion to write an email to an inventor explaining why the world needs a better umbrella.
“OUR WORLD TURNED TO WATER”
current: water moving in a certain direction
demolished: knocked down or destroyed
gratitude: a feeling of being thankful
grave: very serious
mobilize: come together to take action
recedes: moves back
salvage: save something from a fire, flood, or other disaster
submerged: underwater
torrents: large amounts of water moving very strongly and quickly
tributaries: streams or rivers that flow into larger rivers or lakes

“FREDDIE IN THE SHADE”
chocolate éclair: a long pastry that is filled with whipped cream or custard and topped with chocolate
darted: moved suddenly and quickly
smirked: smiled in a knowing way
wavered: was unsure or undecided; went back and forth
wistful: sadly wishful; longing

“THE AMAZING HISTORY OF DOGS”
aggressive: ready and willing to fight
ancestors: people who were in someone’s family in past times; animals in the past from which modern animals developed
domesticated: bred or trained to need and accept the care of human beings
mastodons: animals that were related to the mammoth and lived in ancient times
morphed: changed completely from one thing into another
speculate: form ideas or theories about something

THE FIGHT FOR WHAT’S RIGHT
citizens: members of a particular country who have the rights and protection of that country
descent: family background
discrimination: unfair treatment of others based on differences in such things as age, race, or gender
inferior: of less importance or value
injustice: unfairness
lawsuit: a process in which a court of law settles a disagreement between people or organizations
petition: a written document that people sign to show that they want a person or organization to do or change something

prejudice: dislike of a person or group because of their race, religion, or other factor

segregate: not allow people of different races or backgrounds to be together in a place, such as a school

witness stand: the place in a court of law where a witness answers questions and promises to tell the truth
My Response

Why does the Episcopal community feel fortunate even though they lost so much?

Send a letter explaining what you learned, and we will forward it to Mrs. Boudreaux’s students.

Entries will be judged on:

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

Continue on another piece of paper if you need more room.
Sylvia Contest

My name: ________________________________________________________________

Teacher's name: __________________________________________________________

School name: _____________________________________________________________

School address: ___________________________________________________________

(Remember to include city, state, and ZIP code!

School phone: _____________________________________________________________

Parent's name and email (optional): ____________________________________________

See page 25 of the September 2017 issue of Storyworks for more information about this contest.

My Response

What challenges did the Mendez family face as they fought to send Sylvia to a good school?

Why was their fight important?

Entries will be judged on:

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
My name: ____________________________

Teacher’s name: ______________________

School name: _________________________

School address: ________________________

(Remember to include city, state, and ZIP code!)

School phone: _________________________

Parent’s name and email (optional): _________________________

See page 14 of the September 2017 issue of Storyworks for more information about this contest.

My Response

Pretend you are Freddie. Write a journal entry explaining what you’ve learned about accepting changes in your life and how you learned it.

Entries will be judged on:

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

Continue on another piece of paper if you need more room.
My name: _______________________________ 

Teacher's name: _______________________________

School name: _______________________________

School address: __________________________________________

(Remember to include city, state, and ZIP code!)

School phone: _______________________________

Parent's name and email (optional): __________________________________________

See page 32 of the September 2017 issue of Storyworks for more information about this contest.

My Response

Imagine you’re hiring an inventor to create a better umbrella. Using the information in the infographic, write the inventor an email describing the flaws you’d like fixed.

Entries will be judged on:

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

Continue on another piece of paper if you need more room.
In the article “Could This Dragon Save Your Life?,” find . . .

Two adjectives that mean deadly:

1. __________________  2. __________________

One noun that means poison:

3. __________________

One idiom that means to scare you:

4. __________________

Write a paragraph using at least three of the words or idiom above.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Continue on another piece of paper if you need more room.
Word Nerd Contest

My name: ________________________________

Teacher’s name: ________________________________

School name: ________________________________

School address: ____________________________________________________
  (Remember to include city, state, and ZIP code!)

School phone: ______________

Parent’s name and email (optional): __________________________________

Visit the Storyworks website to find the official rules for this contest.

Directions: Write your own Word Nerd sentence, along with its translation. If we choose yours, you’ll be featured as a Real-Life Word Nerd in a future issue, and you’ll get a Storyworks prize.

My Entry: _______________________________________________________

Translation: _______________________________________________________

______________________________________________________________
Directions: Think of a word that can be used at least three different ways. Then write three fabulous sentences, each using a different meaning of that word. The winner will receive a Storyworks prize, and his or her entry may appear in a future issue.

My name: ________________________________

Teacher’s name: ________________________________

School name: ________________________________

School address: __________________________________________________________

(Remember to include city, state, and ZIP code!)

School phone: __________________________________________________________

Parent’s name and email (optional): _________________________________________

Visit the Storyworks website to find the official rules for this contest.

Directions: Think of a word that can be used at least three different ways. Then write three fabulous sentences, each using a different meaning of that word. The winner will receive a Storyworks prize, and his or her entry may appear in a future issue.

My Wild Word: ________________________________

Sentence 1. __________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Sentence 2. __________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Sentence 3. __________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

© 2017 Scholastic Inc. Teachers may make copies of this page to distribute to their students.