Anchor Bay North and South Enrichment Packet

In the following pages you will find "Enrichment" activities for middle school students at Anchor Bay North and South. These activities were created by Anchor Bay teachers and are designed to keep students skills fresh while schools are closed. These activities are **voluntary** and **will not** be counted as a grade.

Language Arts 7

P.S. You can find ~~even more great ways~~ to use *Scope* with your child at Scope Online! Go to scope.scholastic.com and click Sign In. Then click "I am a student." When prompted, enter the classroom password.

The classroom password is

bookfox10

At Scope Online, you can:

- Listen to an audio version of a story or an article while reading along in the magazine.
- Watch videos that go with the articles and talk about what you find interesting.
- Review word meanings with a vocabulary slideshow and a fun interactive activity.

SCHOLASTIC

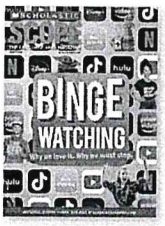
SCHOLASTIC SCOPE

Scope at Home

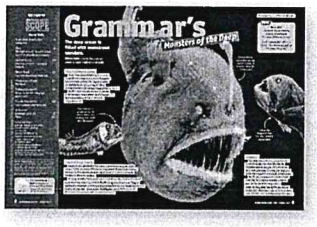
Simple ideas to help your middle schooler explore the power of reading!

Dear Family,

Today your child is bringing home the March 2020 issue of *Scope*. Here are some activities you can do at home to build your child's reading and thinking skills with this issue:



- **Watch a video that goes with "Grammar's Monsters of the Deep" on pages 2-3.**
  Go to Scope Online (scope.scholastic.com) and watch "Grammar Hacks: *Its* and *It's*," a video that helps students remember the difference between these commonly confused words. Then read the feature in the magazine, completing the activity as you go. Throughout the week, notice and reflect together on *its* and *it's* in conversation and in writing.



- **Do a family read-aloud of *The Night of Terror* on pages 9-16.**
  This powerful play is inspired by a true event from the crusade to get women the right to vote. Assign roles and read the play aloud as a family. Afterward, read the text features throughout the play and discuss: What does it take to change society?

- **Check out the Short Read "The Truth About Binge-Watching" on pages 22-23.**
  This bite-sized nonfiction article explores the science behind binge-watching and how this habit affects our health and well-being. Have your child read the article aloud to you, then discuss how watching TV shows has changed during each of your lifetimes.

As always, we hope you enjoy reading *Scope* as a family!

Sincerely,
Your child's teacher and the editors of *Scope*

SCHOLASTIC
SCOPE

Scope at Home

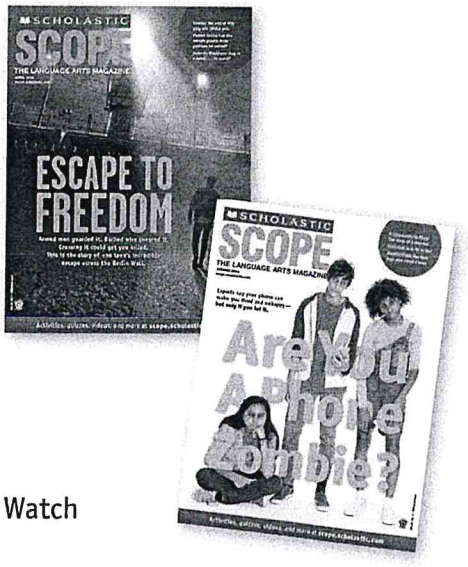
Simple ideas to help your middle schooler explore the power of reading!

Dear Family,

This year, your child will receive *Scope*, a magazine published by Scholastic and created to help middle school students become strong, joyful readers. *Scope* features nonfiction, fiction, dramas, debates, infographics, poetry, and grammar. The magazine will come to the classroom eight times per year.

In class, students will use *Scope* to build reading, writing, and critical-thinking skills. You can play an important role in enriching your son's or daughter's learning at home. Here are a few ideas:

1. **Look through the magazine together.**
   Ask: Which articles did you read at school? Which one did you find most interesting? Why?
2. **Read an article together, and have your child choose one new word from it.**
   He or she can then explain the word's meaning to the family. Have a competition to see who can use it the most in conversation!
3. **Read the debate article together.**
   Ask: Which side do you agree with? Why?
4. **Watch a video together.**
   At Scope Online, you can find videos that go with the articles. Watch one with your child and talk about what you find interesting.

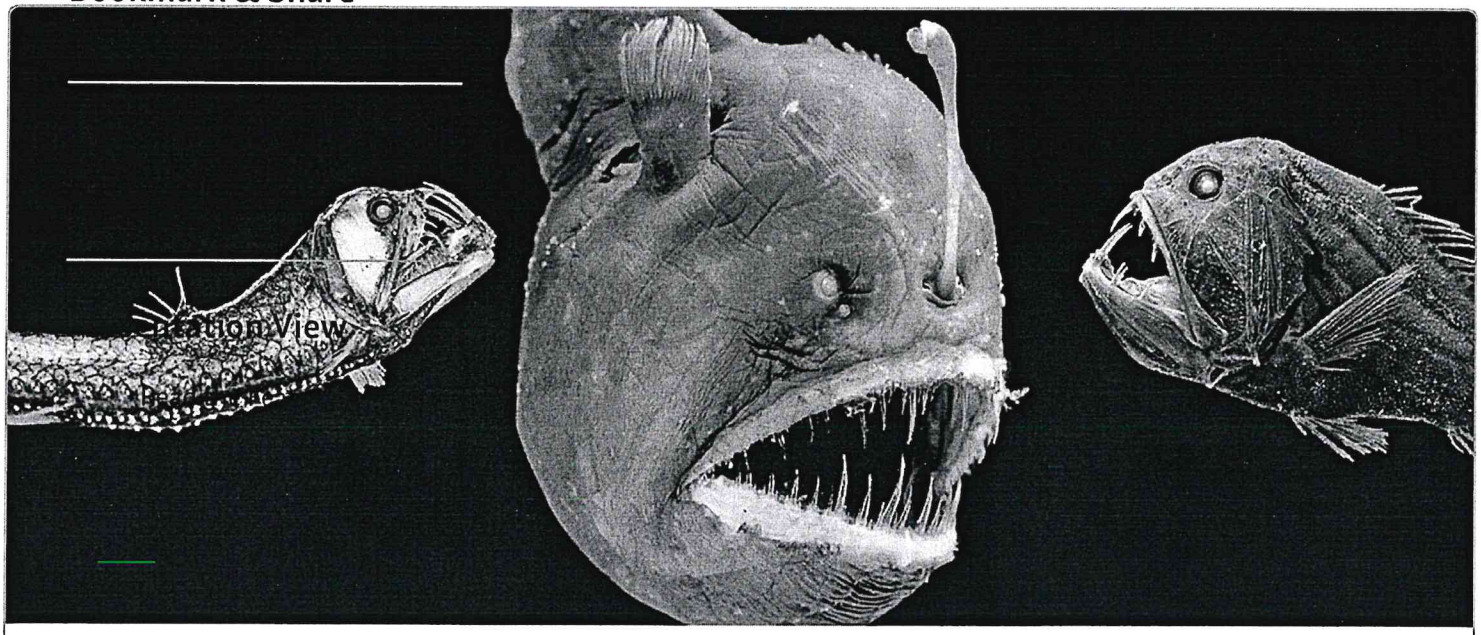


With each issue, you will get a letter with specific ideas for what you can do at home. But the most important thing is to simply enjoy spending time with your son or daughter while exploring the magazine. Even though your middle school student might be asserting more independence than in the past, reading together remains a wonderful activity to share. If English is not your first language, talk about the articles in the language you're most comfortable with.

We hope you'll look forward to seeing *Scope* when it comes home with your child and that it becomes a treasured part of your family routine!

Sincerely,
Your child's teacher and the editors of *Scope*

Bookmark & Share



Norbert Wu/Minden Pictures (viperfish, anglerfish, fangtooth fish)

GRAMMAR (HTTPS://SCOPE.SCHOLASTIC.COM/PAGES/TOPICS/GRAMMAR.HTML)

Grammar's Monsters of the Deep

The deep ocean is filled with monstrous wonders.

From the March 2020 (https://scope.scholastic.com/issues/2019-20/030120.html) Issue

Directions

Read the blurbs below. Determine which word is correct in each bolded word pair.

Hint

Its or It's?

Its shows that something belongs to someone:
"The team celebrated its win."

Bookmark & Share

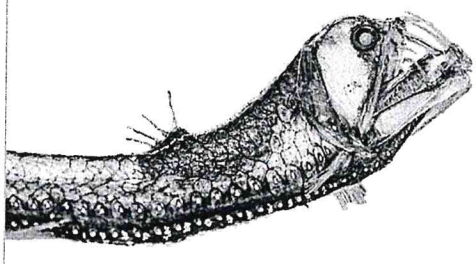
It's is a contraction of *it is* or *it has*: "It's nice to see you" or "It's been a busy day."

Text-to-Speech

Presentation View

Read the Feature

The Midnight Zone



Norbert Wu/Minden Pictures

The viperfish is so-named for its teeth, which are so long they don't fit in its mouth.

These three unusual-looking fish can all be found in the deep ocean, more than 3,000 feet below the surface. This region is called the midnight zone because **its/it's** dark as midnight there. No sunlight reaches that far down.

Its/It's impossible for humans to survive in the midnight zone without special equipment. But many creatures thrive in this dark, cold underworld.

Fascinating Finds

Scientists and adventurers have been exploring the deep sea since the late 1800s, yet much of it remains unexplored. Thanks to technology, however, **its/it's** become increasingly possible to study the creatures that live far below the surface.

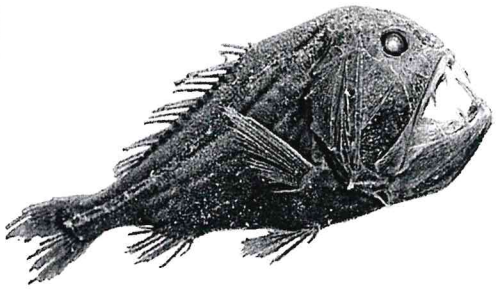
Bookmark & Share

Text-to-Speech

Recently, scientists have made many fascinating finds. They've discovered a sea worm that shoots sparks from **its/it's** body when threatened. They've spotted the fangtooth—one of the deepest-dwelling fish ever found. And they've studied the viperfish, which spears **its/it's** prey with **its/it's** long teeth. What monstrous wonders will scientists find next?

Presentation View

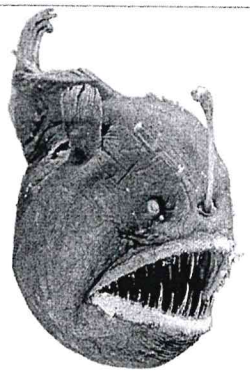
Read the Feature



Norbert Wu/Minden Pictures

This is the fangtooth fish. It's only about 6 inches long.

Chomp!



Norbert Wu/Minden Pictures

Where did the anglerfish get its name? Angler is a fancy word for "fisherman."

Bookmark & Share

Text-to-Speech

Presentation View

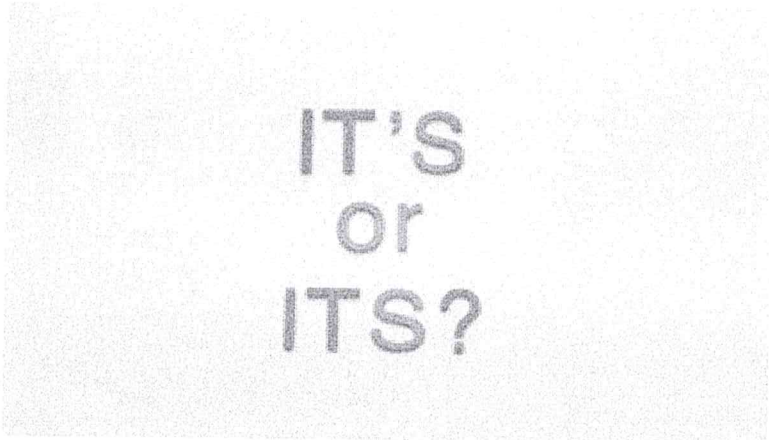
Read the Feature

The deep-sea anglerfish, pictured at left, is one the largest fish that inhabits the midnight zone. It can grow up to 40 inches long. With pale eyes, wrinkled skin, and spiky teeth, the anglerfish is the stuff of nightmares. **Its/It's** secret weapon is a bony rod that sticks out from **its/it's** head like a fishing pole. At the tip of this bony rod is a small, glowing light. Nearby fish are dazzled by this light. When they swim up to get a closer look—CHOMP!—the anglerfish gulps them down.

This activity was originally published in the March 2020 issue.

Multimedia

Video



Grammar Hack: It's or Its?

In this delightful video, we give your students tips on how to keep "it's" and "its" straight.

More From This Issue

SCHOLASTIC SCOPE

Commonly Confused Words
"Grammar's Monsters of the Deep," pages 2-3
March 2020

Name: _____ Date: _____

Its vs. *It's*

Its and ***it's*** are often confused and misused. Here's what you need to know to use them correctly.

ITS is a possessive that indicates ownership.

Examples:
The cat looked sadly at its empty bowl.
That app sure takes its time loading.

IT'S is a contraction for "it is" or "it has."

Examples:
It's a beautiful painting.
It's been a long time since I talked to Jacob.

Here's a trick: Replace the *it's* or *its* in your sentence with *it is* or *it has*. If the sentence makes sense, *it's* is correct. If it does not, *its* is correct.

Directions: Choose the correct sentence in each group below.

1. Ⓐ Its difficult to study when its such a nice day outside.
   Ⓑ It's difficult to study when it's such a nice day outside.
   Ⓒ It's difficult to study when its such a nice day outside.
   Ⓓ Its difficult to study when it's such a nice day outside.

2. Ⓐ "That dog is hurt!" exclaimed Jenny. "Look, its cut its paw."
   Ⓑ "That dog is hurt!" exclaimed Jenny. "Look, it's cut it's paw."
   Ⓒ "That dog is hurt!" exclaimed Jenny. "Look, it's cut its paw."
   Ⓓ "That dog is hurt!" exclaimed Jenny. "Look, its cut it's paw."

3. Ⓐ I love the new soccer field. Its so green, and its right next to the park.
   Ⓑ I love the new soccer field. It's so green, and it's right next to the park.
   Ⓒ I love the new soccer field. It's so green, and its right next to the park.
   Ⓓ I love the new soccer field. Its so green, and it's right next to the park.

4. Ⓐ Its hard to believe that plant has already outgrown its pot.
   Ⓑ It's hard to believe that plant has already outgrown it's pot.
   Ⓒ It's hard to believe that plant has already outgrown its pot.
   Ⓓ Its hard to believe that plant has already outgrown it's pot.

Directions: Fill in each blank with ***its*** or ***it's***. Then write your own sentence using ***its*** or ***it's***—or both!

5. "_____ never been this warm on my birthday before," remarked Sharon.

6. The parrot rearranged _____ feathers using _____ beak.

7. The cruise ship was on _____ way to the Bahamas.

8. _____

_____

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Jeramey Lende/Alamy Stock Photo

NARRATIVE NONFICTION (HTTPS://SCOPE.SCHOLASTIC.COM/PAGES/TOPICS/NARRATIVE-NONFICTION.HTML)

Deadly Hits

After a 13-year-old football player suffered a life-altering brain injury, he and his family dedicated their lives to making youth sports safer for everyone.

By Lauren Tarshis |
From the March 2020 (https://scope.scholastic.com/issues/2019-20/030120.html) Issue

Bookmark & Share

Want to hear this story read aloud? Click here!

Text-to-Speech

AS YOU READ

As you read the article and study the images, think about what young athletes should know about concussions.

Reading Level

On Level

Presentation View

Read the Article

Download and Print

Lower Level (890L)

Spanish-Language Version

October 12, 2006, was crisp and clear in Seattle, Washington—a perfect day for football. Parents chatted in the stands as two middle school teams faced off on the field. As always, 13-year-old Zackery Lystedt was a star player on his Tahoma Junior High team. He'd already made two big tackles that afternoon, helping put Tahoma in the lead.

Late in the game's first half, Zack tackled a runner rushing toward the end zone. As both boys tumbled to the ground, Zack's head smacked against the turf.

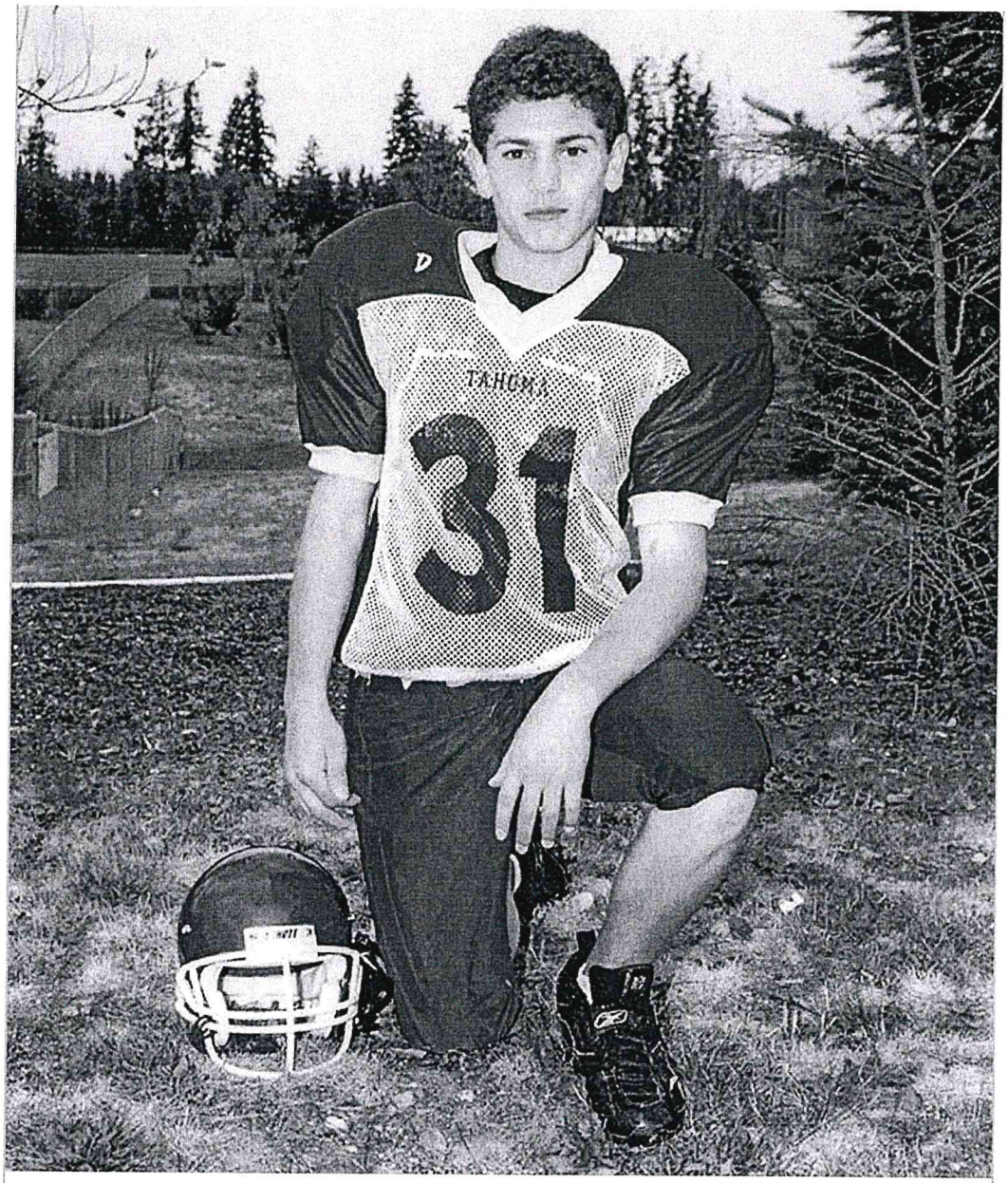
The other player quickly scrambled to his feet.

Zack did not.

Zack lay on his back, clutching his helmet and writhing in pain. His coach ran to him while his fellow players took a knee and waited for their fallen teammate to get up. Seconds ticked by. The crowd remained silent.

Finally, Zack sat up. Cheers erupted from the stands as Zack stood and walked slowly off the field. His teammates slapped his back. Zack sat down to rest, and the game went on—football as usual.

But something unusual was happening inside Zack's head. Zack had suffered a concussion, a kind of brain injury. When his head hit the ground, his brain shook violently against the inside of his skull. Sitting on the bench with his teammates, Zack seemed OK. But billions of cells in his brain had been injured by the impact.



Courtesy of the Lystedt family

Zackery Lystedt, age 13

Playing Through Pain

Today, some 2.8 million kids in the U.S. play football. For many of them, football is more than a fun and exhilarating game. It's a way to build discipline and character. It can also be a way to pay for college, and for the lucky few, a ticket to some of the best schools in America. But over the past decade, America's favorite sport has come under intense scrutiny for the high rate of brain injuries among players of all ages.

From the dawn of football in the late 1800s until very recently, knocks to the head were considered just another part of the game. Tough guys "played through the pain." After a hit to the head, many returned to the field with blurred vision, aching temples, and stumbling steps. Toughing it out was seen as a sign of strength and loyalty to teammates. Over the years, this attitude trickled down to even the youngest players.

Zack had grown up watching some of his favorite football stars treat their heads like battering rams, colliding with their opponents with ferocious force. Popular video games like *Madden NFL* showed players staggering along the field with serious head injuries. Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.

So it's easy to see why, less than 15 minutes after his injury, Zack decided his team needed him. As happens to many players, Zack didn't realize he'd suffered a serious brain injury. He didn't know that by returning to the game, he was risking brain damage or even death.

Ticking Time Bomb

Zack's coach looked him over. A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks. Without special training, even some doctors can't detect one. So when Zack said he felt fine, his coach did what many coaches did when a star player said he felt well enough to play: He sent Zack back to the field.

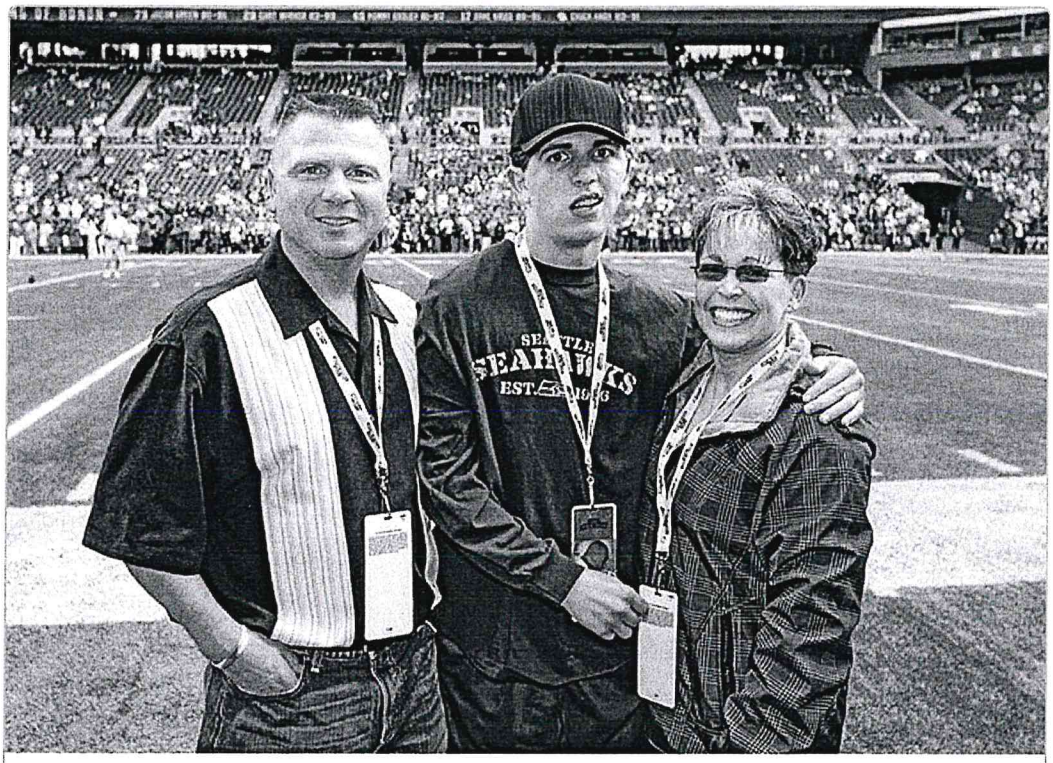
Zack played like a champion through the second half of the game. He sprinted, blocked, and made key tackles. Meanwhile, his injured brain was a ticking time bomb. Each small hit and jolt pushed his brain toward disaster. In the game's final seconds, Zack raced after the other team's running back. He crashed into him, forcing a fumble. It was a game-winning play for Zack's team.

But there would be no celebration.

Barely a minute later, Zack collapsed. His brain was bleeding and swelling, pushing against his skull. The pain was blinding. Zack drifted in and out of consciousness, with his frantic parents and coach

by his side. He was airlifted to a hospital, where surgeons worked feverishly to save his life. They removed large sections of his skull to relieve pressure.

By that night, Zack was in a coma. It would be three months before he opened his eyes, nine months before he could utter a word, and nearly two years before he could eat on his own. He would need care for the rest of his life.



Courtesy of the Lystedt family

Zack's parents, Victor and Mercedes, have been awed by their son's toughness throughout his journey of healing. This photo shows the family at a Seahawks game in Seattle, when Zack was in high school.

Second-Impact Injuries

It's shocking to think that a friendly middle school football game ended with a healthy, young player in a coma. And indeed, only a very small percentage of kids who play football sustain life-threatening brain injuries like Zack's. Concussions, however, are more frequent. About 10 percent of middle school boys who play football sustain concussions during games, according to *The American Journal of Sports Medicine*.

Most people who get concussions will recover, with proper treatment. Untreated concussions, though, can cause constant headaches, memory problems, mood swings, and other issues, which can last for days, months, even years.

In Zack's case, it was not the initial concussion that caused his brain to bleed and swell. It was those second, third, and fourth small knocks to his head that happened after he went back into the game.

In other words, if Zack had sat on that bench, gone home, and stayed off the field until his brain had healed, he would likely have been able to keep playing football in high school.

"It's the hardest part of this, knowing that what happened to Zack could have been prevented."

What If?

During those first weeks, while Zack lay in the hospital, the words *what if* haunted his parents. What if Zack had understood the dangers of concussions? What if his coach had been trained to recognize them? What if there had been a rule in place to ensure that injured players didn't return to the game?

"It's the hardest part of this, knowing that what happened to Zack could have been prevented," Zack's father, Victor, has said.

As the Lystedts focused on helping their son recover, they became determined to prevent other athletes from suffering Zack's fate. Working with lawmakers and the doctors who treated Zack's injury, they helped develop the Lystedt Law. This law prohibits young

athletes who are suspected of having a concussion from returning to play without approval from a medical professional. Since 2014, the Lystedt Law or similar laws have been passed in all 50 states.

The National Football League (NFL) became a major supporter of the Lystedt Law. The NFL has also passed tougher rules about concussions. Today, it's against NFL rules to tackle headfirst, and doing so comes with stiff penalties. Players who get a hit to the head are immediately evaluated.

The NFL isn't the only organization paying attention either. In 2012, Pop Warner, the nation's largest youth football league, implemented special training programs and new safety rules. It now limits tackling drills during practices. (Tackling is closely linked with concussions.) Many youth football teams have done the same. Some teams, especially those with younger players, have eliminated tackling altogether.

A new version of *Madden NFL* was created too. No longer are injured players glamorized. The makers of the video game say they now see it as an important educational tool for kids' safety in sports.

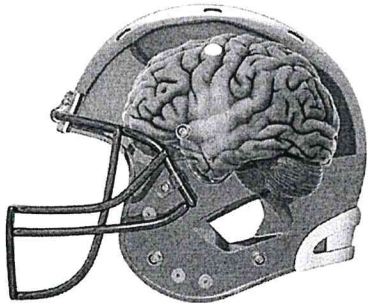
These are encouraging steps. But most experts agree that concussions are still a cause for concern in youth sports, especially in contact sports like football and soccer. According to the Centers for Disease Control and Prevention (CDC), 69 percent of teen athletes returned to play despite having concussion symptoms. This is a problem that Zack and his family are working to change.

THE RESEARCH:

Brain Disease and Professional Football

Athletes can suffer permanent brain damage from repeated hits to the head. Dozens of retired NFL players have been diagnosed with a brain disease called chronic traumatic encephalopathy (CTE). This disease is linked to head impacts they suffered over the many years they played football. In 2017, researchers studied

the brains of 202 former football players, who had donated their brains to science before they passed away. Of those, 87 percent had CTE.



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The Road to Recovery

It's been almost 14 years since Zack's injury, and his recovery has been long and difficult. In addition to relearning how to speak and eat, Zack spent most of high school in a wheelchair, doing 30 to 40 hours of physical therapy every week, working with the same gritty strength that made him a star on the field. Today, Zack can walk with the assistance of a cane.

"There is no one tougher than my son," Zack's father said. "Sometimes players and parents wrongly believe that it shows strength and courage to play injured. Strength is seeing Zack stand up out of his wheelchair and learn to talk again."

Zack and his family remain advocates for safety in youth sports. Their work has helped change the way many players—and coaches, parents, and fans—think. Zack also travels around the country spreading the word about the dangers of concussions.

Everywhere he goes, his message is the same: No game is more important than your life.

For more information and resources, visit www.cdc.gov/headsup (http://www.cdc.gov/headsup).

THE FACTS:

What to Know About Concussions

Concussions are not a problem just in football. It's important to understand what they are and how to stay safe.

The Numbers

- **1.9 MILLION**: number of children ages 5 to 18 treated for a concussion each year
- **47%** of sports-related concussions occur in kids and teens.
- **3 MONTHS**: average time to fully recover from a concussion

The Symptoms

Some symptoms of a concussion may not show up right away. Here are some signs to watch for:

- Headache
- Confusion
- Forgetfulness
- Dizziness or trouble keeping your balance
- Nausea or vomiting
- Blurry or double vision
- Grogginess
- Sensitivity to light or noise

The Rates

Enigma/Alamy Stock Photo

Concussion rates are highest in contact sports, such as tackle football and soccer.

But concussions can happen in any sport.

WHAT TO DO:

If you might have a concussion, tell an adult, such as a parent or coach. Stop all physical activity and rest until you are evaluated by a doctor.

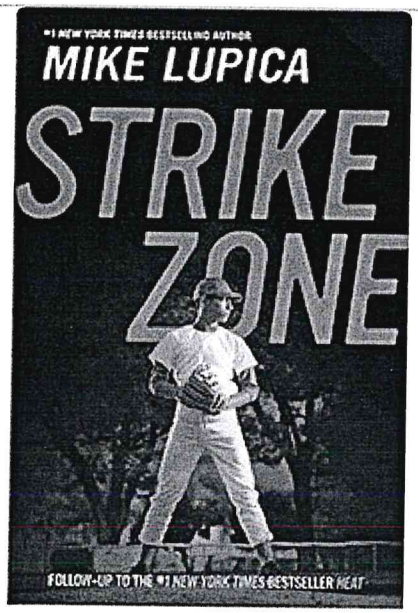
Sources: American Academy of Pediatrics, Safe Kids Worldwide, Centers for Disease Control and Prevention

Writing Contest

Create a public service announcement about concussions, drawing on information in the article and infographic. Your PSA may be in the form of a poster or video (no longer than 2

minutes). Send your entry to PSA Contest (/content/dam/classroom-magazines/scope/issues/2019-20/030120/deadly-hits/SCOPE-030120-Nonfiction-Contest.pdf). Five winners will get *Strike Zone* by Mike Lupica. See our Contest Page (https://scope.scholastic.com/pages/scope-contests.html) for details.

Need help organizing your thoughts? Use this helpful organizer. (/content/dam/classroom-magazines/scope/issues/2019-20/030120/deadly-hits/SCOPE-030120-Nonfiction-PTW-PSA.pdf)



This article was originally published in the March 2020 issue.

Multimedia

SCHOLASTIC SCOPE
THE LANGUAGE ARTS MAGAZINE

Name: _____ Date: _____

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

Vocabulary:

"Deadly Hits"

1. **coma (KOH-muh)** *noun*; A coma is a state of unconsciousness caused by damage to the brain from an injury or sickness. When people are in a coma, their bodies are in a sleeplike state that they cannot wake from; they do not respond to sounds or touch. A coma can last for hours, days, weeks, or even longer, and some people never wake up from a coma.

2. **feverishly (FEE-vuhr-ish-lee)** *adverb*; The adjective *feverish* can mean "having or showing the symptoms of a fever" or "involving intense emotion or activity." You might feel feverish if you're sick. A crowd might be full of feverish excitement.

   If you do something feverishly, you do it quickly and intensely, with great excitement or energy. You might work feverishly to finish an assignment before the bell rings.

3. **frantic (FRAN-tik)** *adjective*; *Frantic* means "wild with fear, worry, or extreme emotion" or "done in a hurried, nervous, and wild way." A frantic bird might fly around your house in a state of panic after flying in through your kitchen window.

4. **glamorize (GLAM-uh-rahyz)** *verb*; To glamorize something is to make it appear glamorous and more exciting or attractive than it really is. For example, cigarette advertisements glamorize smoking—they make it look like something that young, cool, healthy people do, when in reality, smoking is terrible for your health.

5. **implement (IM-pluh-ment)** *verb*; To implement something is to put it into effect or practice. A school principal might announce that on Monday, the cafeteria will implement a new system for sorting trash and recycling.

6. **initial (ih-NISH-uhl)** *adjective*; *Initial* means "occurring first or at the beginning," as in, "Once the initial shock wore off, I grew to really like my new haircut," or "The initial drafts of my essay were much longer than the final version."

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7. **scrutiny (SKROOT-n-ee)** *noun*; Scrutiny is the act of carefully examining or inspecting something for faults or mistakes. You might check over your answers to a math test with scrutiny, making sure you haven't made any careless errors before handing in the test. If an actor is under scrutiny by the media, his actions are being constantly watched, judged, and reported. (*Scrutiny* is often preceded by the preposition *under*.)

8. **sustain (suh-STAYN)** *verb*; To sustain something is to support it or keep it going. If you've just started to learn French, you would probably find it hard to sustain a conversation in French for half an hour. If you're hungry, eating a snack might sustain you until lunch. A broken chair might not be able to sustain much weight. *Sustain* can also mean "to suffer, experience, or endure," as in, "Chris sustained two broken toes in the accident."

9. **traumatic (truh-MAT-ik)** *adjective*; Something that is traumatic is so upsetting and shocking that it may lead to serious mental and emotional problems. Witnessing a disaster might be a traumatic experience.

   In medical terms, *traumatic* means "relating to or caused by a serious injury to the body."

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

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Vocabulary Practice

"Deadly Hits"

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

1. initial
- Ⓐ original
- Ⓑ final

2. sustain
- Ⓐ experience
- Ⓑ avoid

3. frantic
- Ⓐ upset
- Ⓑ calm

4. traumatic
- Ⓐ disturbing
- Ⓑ pleasant

Directions: Fill in the circle next to the best answer choice.

5. Which news article is about Facebook facing scrutiny?
- Ⓐ "Six new smiley emojis added to Facebook!"
- Ⓑ "Facebook under investigation for how it shares its users' data"

6. Which sentence uses feverishly correctly?
- Ⓐ The team worked feverishly to complete the obstacle course for the million-dollar prize.
- Ⓑ I talked to the puppy feverishly to make it feel more at ease.

7. Someone who helps people in comas might work in a _____.
- Ⓐ hospital
- Ⓑ high school

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

8. Christina made a **frantic/traumatic** dash for the departing school bus.

9. After making it halfway up the hill, Darren could no longer **sustain/glamorize** his speed.

10. After being in a **coma/scrutiny** for three days, Mr. Goldberg woke up and made a full recovery.

11. The show **glamorized/sustained** the celebrity's life, leaving out the challenges of being so famous.

12. My parents plan to **implement/glamorize** my new curfew at the beginning of summer break.

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Name: _____ Date: _____

Close-Reading Questions

"Deadly Hits"

1. In the introduction, how does author Lauren Tarshis help you understand that a concussion is a serious injury? (author's craft, imagery)

2. On page 6, Tarshis describes Zack's brain as a "ticking time bomb." What kind of figurative language is she using? What purpose does it serve? (figurative language)

3. Why did Zack's coach allow Zack to re-enter the game after he hit his head the first time? (key ideas)

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4. In the section "What If?," Tarshis asks a series of questions. What purpose do these questions serve? (author's craft, text structure)

5. On page 7, while explaining how a new version of the video game *Madden NFL* was created, Tarshis writes, "No longer are injured players glamorized." What does she mean? (interpreting text)

6. What is Tarshis's attitude toward Zack, his coach, and his parents? Do you think she blames any of them for Zack's injury? Explain. (tone)

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Critical-Thinking Questions

"Deadly Hits"

1. Drawing on information from the article and your own ideas, explain why young athletes today might choose to play football despite the fact that the game can be dangerous.

2. On page 6, Tarshis writes, "Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football." Why do you think sportscasters stopped doing this?

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Name: _____ Date: _____

Preparing to Write: My PSA

Directions: Read "Deadly Hits," including the infographic on page 8. Then use this activity to help you plan your public service announcement (PSA) about concussions.

PART 1: The Basics
Read this information to be sure you understand your goal.

First things first: What is a PSA?

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

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

Here's what it says on page 8 of Scope:

Create a public service announcement about concussions, drawing on information in the article and infographic. Your PSA may be in the form of a poster or video (no longer than 2 minutes).

PART 2: The Information
Use this section to gather the information you will include in your PSA. Jot down details from the article and the infographic. Use the back of this sheet if you need more room.

What a concussion is and why it's dangerous

How young athletes can stay safe

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PART 3: The Plan
Now that you've noted the information you want to include, think about how you will present that information.

The first thing to decide is who your audience is—that is, who your PSA is aimed at.

The audience for my PSA is

_____.

Next, check one of the boxes below to show the format you will use:

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

☐ **short video.** ☐ **poster.**

Now think about the title of your PSA. Write your title here:

PART 4: The Concept
It's time to brainstorm ideas for your concept. Jot down your ideas in the box for the format you will be using.

VIDEO

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

POSTER

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

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Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with "Deadly Hits." See *Scope*'s "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading

Text Features, Mood

1. Read the **headline** and **subheading** and study the image on pages 4-5. What **mood** do these features create?

_____

_____

_____

2. Read the sidebar on page 7. What does this information help you understand about professional football?

_____

_____

_____

3. Read the infographic on page 8. What does this information reveal about concussions?

_____

_____

_____

4. Read the section titles throughout the article. Based on your preview of the article, write one sentence predicting what the article is mainly about.

_____

_____

_____

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During Reading

Text Structure, Inference, Tone

5. A. Check (✔) the statement that BEST describes the **text structure** (the way the author organizes information) in the section "What If?"

- ☐ The author compares Zack's brain injury with other types of brain injuries.
- ☐ The author gives a chronological account of Zack's brain injury and early recovery.
- ☐ The author presents the problems that led to Zack's traumatic brain injury, then presents solutions to those problems.

B. Explain your answer.

_____

_____

_____

6. Consider this quote from page 6:

> *"So when Zack said he felt fine, his coach did what many coaches did when a star player said he felt well enough to play: He sent Zack back to the field."*

Based on information from the article, why is a similar scenario less likely to happen today?

_____

_____

_____

_____

7. What is the author's **tone** as she writes about Zack and his family in the section "The Road to Recovery"? Explain your answer.

_____

_____

_____

_____

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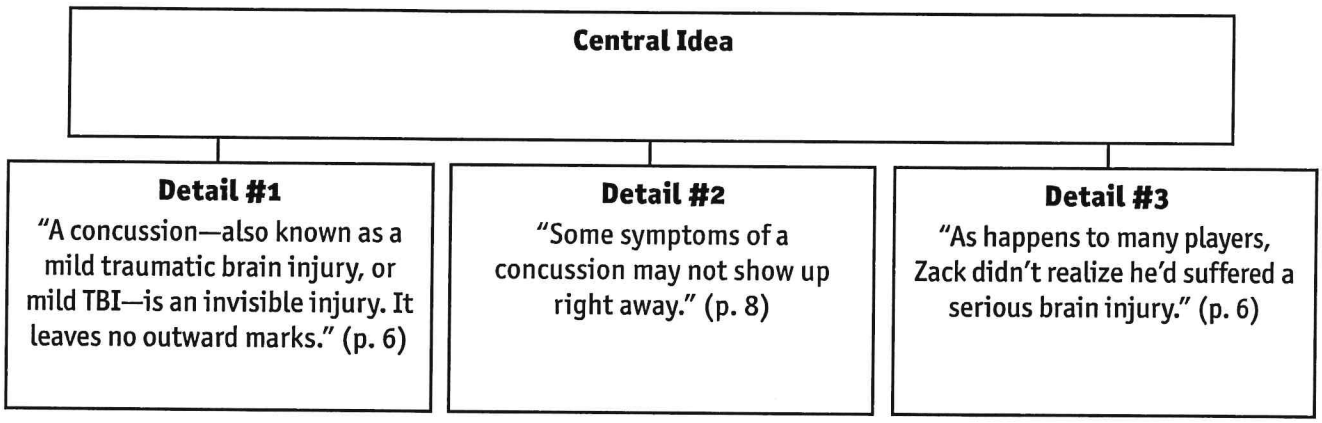
After Reading
Central Idea/Details and Objective Summary

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



9. Write an **objective summary** of "Deadly Hits." (Hint: Think about what you would say to a friend who asks, "What is this article about?")

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Name: _____ **Date:** _____

Summarizing

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

Directions: Answer the questions below to help you write an objective summary of "Deadly Hits."

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

_____

_____

2. What significant event does the article describe?

_____

_____

3. What problem(s) does the main person face afterward?

_____

_____

_____

4. What else happened as a result of this event?

_____

_____

_____

5. How is the main person(s) in the article doing today?

_____

_____

_____

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

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

Summary of "Deadly Hits"

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SCHOLASTIC SCOPE
THE LANGUAGE ARTS MAGAZINE

Name: _____ Date: _____

Central Ideas and Details

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

Directions: Follow the prompts below to explore the central ideas and supporting details in "Deadly Hits."

1. Reread the section "Playing Through Pain." Which statement below BEST expresses a central idea of this section?

Ⓐ *Madden NFL* is a popular video game.

Ⓑ Playing through a sports injury has become ingrained in our culture over time.

Ⓒ Zack returned to the game less than 15 minutes after his injury.

Ⓓ Football has been around for a long time.

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

Central Idea:
Concussions and related brain injuries can be difficult to detect.

Ⓐ "As happens to many players, Zack didn't realize he'd suffered a serious brain injury." (p. 6)

Ⓑ "A concussion—also known as a mild traumatic brain injury, or mild TBI—is an invisible injury. It leaves no outward marks." (p. 6)

Ⓒ "Some symptoms of a concussion may not show up right away." (p. 8)

Ⓓ "About 10 percent of middle school boys who play football sustain concussions during games, according to *The American Journal of Sports Medicine*." (p. 7)

I chose _____ because _____

_____

_____

_____

_____

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3. Read the details from the sections "What If?" and "The Road to Recovery" listed below. In the box, write a central idea that these details support.

Central idea:

Detail 1: "Zack also travels around the country spreading the word about the dangers of concussions." (p. 8)

Detail 2: "Working with lawmakers and the doctors who treated Zack's injury, [the Lystedts] helped develop the Lystedt Law. This law prohibits young athletes who are suspected of having a concussion from returning to play without approval from a medical professional." (p. 7)

4. Consider a central idea of the whole article, which is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

Central idea: **Over the years, football leagues have made changes to better protect players.**

Supporting detail 1:

"In 2012, Pop Warner, the nation's largest youth football league, implemented special training programs and new safety rules. It now limits tackling drills during practices." (p. 7)

Supporting detail 2:

Supporting detail 3:

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Name: _____ Date: _____

Exploring Text Structures

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

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

1. The introduction uses a **sequence-of-events** structure. What events is the author writing about?

_____

_____

_____

_____

_____

2. A. Underline the text structure the author uses in the section "Second Impact Injuries."

cause and effect **compare and contrast**

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

_____

_____

_____

_____

_____

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

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

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

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

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

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3. A. Which text structure does the author use in the section "What If?"

_____

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

_____

_____

_____

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SCHOLASTIC SCOPE

Assessment–HL
Nonfiction, pages 4-8
March 2020

Name: _____ Date: _____

Nonfiction Quiz

Directions: Read "Deadly Hits." Then answer the questions below.

1. **On page 6, Lauren Tarshis writes that Zack's brain "was a ticking time bomb." This line contains**
   Ⓐ a simile that shows how severe Zack's pain was.
   Ⓑ a metaphor that emphasizes how slowly the second half of the game passed.
   Ⓒ a metaphor that expresses how dangerous it is to continue playing a sport with a concussion.
   Ⓓ hyperbole that shows how explosive Tahoma's tackles were.

2. **Which is a central idea of the article?**
   Ⓐ Concussion rates in the NFL are decreasing.
   Ⓑ There are ways to reduce athletes' risk of serious head injury.
   Ⓒ The NFL contributes millions of dollars to brain injury research.
   Ⓓ *Madden NFL* is a popular video game.

3. **How does the infographic "What to Know About Concussions" contribute to the article?**
   Ⓐ It helps readers understand how common concussions are and how to stay safe.
   Ⓑ It summarizes how the sport of football has evolved over time.
   Ⓒ It explains how Zack's brain injury could have been prevented.
   Ⓓ It describes the most popular sports among kids and teens today.

4. **On page 8, Tarshis writes that in therapy, Zack works "with the same gritty strength that made him a star on the field." Based on context clues, what is the definition of *gritty*?**
   Ⓐ showing courage and determination
   Ⓑ containing bits of sand
   Ⓒ feeling or showing pride
   Ⓓ soft and delicate

5. **On page 7, Tarshis writes of *Madden NFL*, "No longer are injured players glamorized." Which line provides an example of football injuries being glamorized?**
   Ⓐ "Late in the game's first half, Zack tackled a runner rushing toward the end zone." (p. 5)
   Ⓑ "When his head hit the ground, his brain shook violently against the inside of his skull." (p. 5)
   Ⓒ "Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football." (p. 6)
   Ⓓ "Zack and his family remain advocates for safety in youth sports." (p. 8)

6. **Tarshis most likely wrote "Deadly Hits" to**
   Ⓐ help inform readers about the dangers of concussions.
   Ⓑ share the latest brain science research.
   Ⓒ compare and contrast football and soccer.
   Ⓓ show how school sports instill discipline.

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

7. How does the author develop the idea that head injuries can be serious even if they seem to be minor? Support your answer with details from the article.

8. According to the article, in what ways has the sport of football changed in recent years? Support your answer with details from the article.

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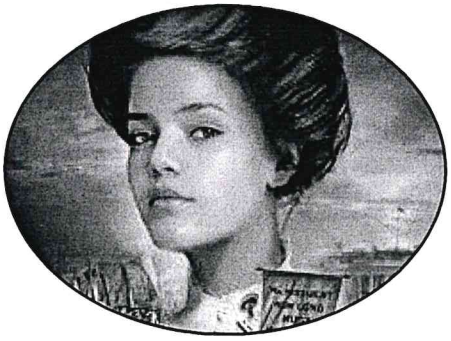
SCHOLASTIC SCOPE

Theme Anticipation Guide



The Night of Terror

Respond to each statement by checking "Agree" or "Disagree." Be prepared to justify your responses.

	Agree	Disagree
1. Ordinary people have little power to change society.		
2. The United States has always been a place of freedom and equality for everyone who lives here.		
3. When you know people are being treated unfairly, it is your responsibility to take action.		
4. People should not obey laws they think are unfair.		
5. People are not born with prejudice, they are taught it.		
6. Long-held ideas take a long time to change.		
7. Voting is Americans' most important right.		
8. Peaceful acts have the power to change a system.		
9. Sometimes you have to put the greater good ahead of the individual.		
10. All U.S. citizens who are eligible to vote should be required to vote.		

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