

SCHOLASTIC
SCOPE
THE LANGUAGE ARTS MAGAZINE

Pacing Guide



Welcome to *Scope*!

Welcome to *Scope*, Scholastic's powerful, award-winning resource for your middle school English Language Arts classroom.

This pacing guide will help you plan your year with *Scope*—a classroom magazine full of thrilling cross-genre content and an incredible package of support materials at **scope.scholastic.com**. You'll discover how *Scope* can seamlessly fit into your yearlong curriculum and day-to-day plans. You'll also find the genres and skills you can expect to cover with your students in every issue, along with the differentiation, assessment, and standards information you need.

We hope this guide will help you utilize *Scope* to its fullest and teach each issue with ease and joy.

We always love to hear from you. If you have any questions or comments, please contact Education Editor Lauren Salisbury at LSalisbury@scholastic.com.

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Planning Overview:

Using *Scope* Throughout the Year

Scope is a flexible resource that can fit into many instructional settings, whether you're using it as a core resource or as a supplement to your ELA program. Whether you have a print subscription or a digital subscription, you'll have each issue at your fingertips two to three weeks before the issue date; at the same time, you'll be able to access the online support materials that accompany the issue, so you can start planning around specific articles and stories.

The number of days per week you teach with *Scope* is up to you. Depending on how many features you cover and which activities you assign, you might use *Scope* one or two days per school week or all five. However you choose to fit the resource into your classroom, here is a suggested breakdown of when you can use it through the year:

<u>Issue</u>	<u>Approximate Time Frame</u>
September	September 1-September 30
October	October 1-October 31
November	November 1-November 30
December/January	December 1-January 31
February	February 1-February 28
March	March 1-March 31
April	April 1-April 30
May	May 1-May 31

Suggested Timetable for Each Issue

Here is a suggested pacing schedule of how long to spend on each feature within the average four weeks allocated to each issue. Of course, it's easy to tailor the amount of time to fit your own teaching objectives, choosing the content that suits your classroom best and assigning more or fewer activities with each feature.

<u>Feature</u>	<u>Number of Days</u> <u>(one day = 60 minutes)</u>
Narrative and Literary Nonfiction	6-8 days
Fiction	5-6 days
Fiction In a Flash	1 day
Paired Texts	6-7 days
Drama	6-7 days
Debate	1 day
Short Read	1 day
Grammar	5-15 minutes
You Be the Editor	1 day
You Write It	1 day
Poetry	1 day

SCOPE AND SEQUENCE: NARRATIVE AND LITERARY NONFICTION

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Every issue of <i>Scope</i> offers a beautifully crafted work of narrative nonfiction. Each six-page article delves into an important and highly engaging topic, often connected to social studies or science content areas. Typical selections present significant events in history, natural disasters, or inspiring figures from the past or present.</p> <p>Suggested Time: 6-8 days</p>	<p>The article, lesson, and support materials focus on a featured skill. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Close reading • Critical thinking • Text features • Summarizing • Key ideas and details • Inference • Text evidence • Text structures • Tone • Mood <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, explanatory, or argumentative</p>	<p>On-level (930L-1050L) in the print issue and lower-Lexile (800L-900L) version of article online</p> <p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of on-level article</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Extension activities 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.7, R.10, W.1, W.2, W.3, W.4, W.10, SL.1, SL.2, L.4, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j (grade 8 only), 8d, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12d, 12e, 12f, 12g, 12i, 12j</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI, WY

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: NARRATIVE AND LITERARY NONFICTION

Suggested Time: 6-8 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read

*Watch a Video**

- Watch the issue's **nonfiction video*** to provide historical context, build background knowledge, highlight key vocabulary, and engage students. The issue's video may take students behind the scenes with the author, transport students to the article's time and place, or allow students to follow the author through the research, writing, and editing process.
- Complete the **Video Discussion Activity**. These discussion questions pertain to central ideas and details; author's purpose; and consideration of the narration, visuals, and music in the video.

Preview Vocabulary

- Project the **Vocabulary Definitions**. They may be in the form of an audiovisual slideshow or a glossary. Hear the words and definitions read aloud at Scope Online.
- Follow up with the **Vocabulary Activity** to practice using the words that are highlighted in bold in the article.

Day 2: Reading and Discussing

Read the Text

- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.
- Read the text through shared, guided, small-group, or independent reading. (Use the **audio read-aloud** of the text to provide support for struggling readers or as a listening-comprehension activity for your whole class. Alternatively, use the **lower-Lexile version** of the article as a scaffold for reading the **on-level version**. Note: We recommend students read the article two to three times.)

Unpack the Text

- After reading the article, go back to the text to reread, analyze, and delve deeply into sentences and paragraphs with the **Close-Reading Questions**. These can be completed as a class, in small groups, or individually.
- Discuss the **Critical-Thinking Questions** as a class or use them as constructed-response prompts.

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*As available

Days 3-4: Skill Building: Featured Skill and Core Skills Workout

Day 3: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it in small groups. This activity serves as students' writing planner for responding to the prompt at the end of the article.

Day 4: Core Skills Workout (Optional)

- Based on your students' needs after completing the Featured Skill Activity, use any or all of each issue's **Core Skills Workout*** activities to build proficiency in key analytical reading and test-readiness skills. Note: For most Core Skills activities, we provide two versions—with more and less scaffolding—for differentiation. Skills for nonfiction include text features, summarizing, central ideas and supporting details, inference, text evidence, text structure, tone, and mood.

Days 5-6: Writing Task

Day 5: Respond to the explanatory, argumentative, or narrative writing prompt

- Using the Featured Skill Activity as a guide, invite students to respond to the writing prompt at the end of the article or complete one of the other culminating tasks found in the **Choice Board** at Scope Online. (Every Choice Board includes a range of task options, differentiated for student readiness and interests.)

Day 6: Revise and edit writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships. Encourage students to submit their work to the writing contest.

Days 7-8: Comprehension Quiz and Extension Activities (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
- Alternatively, use suggestions in the lesson plan or the Ideabook at Scope Online to guide students through an extension activity, such as completing a research task, reading related texts, or creating a video, slideshow presentation, museum exhibit, or timeline.

**Identify Nonfiction Elements (Optional)*

Another option is to use our scaffolded **Identifying Nonfiction Elements activity**, which provides reinforcement of all skills from our **Core Skills Workout**. In two 60-minute blocks, you can read the article and use this activity to develop students' nonfiction-reading skills and strategies and prepare them for higher-level thinking questions and class discussion. The "Before Reading" section of this scaffolded activity invites students to look at the photos, read the captions, headline and subheads, and make inferences before reading the article. In the "During Reading" section of the activity, students delve into skills such as mood, tone, text structure, and inference. The "After Reading" section directs students' focus to central ideas and details and to writing an objective summary. Our **Glossary of Nonfiction Terms** serves as a helpful reference for this activity and an excellent resource that students can use all year.

SCOPE AND SEQUENCE: FICTION

Description of Feature	Skills	Differentiation	Assessment	Standards
<p><i>Scope</i> offers high-quality, complex fiction by renowned authors in the September, November, February, and April issues of the magazine. Stories often address issues and themes relevant to middle-level students, including identity, change, and friendship. Genres include realistic fiction, historical fiction, science fiction, and fantasy.</p> <p>Each story is designed as a “learning kit,” with questions printed in the margins for students to consider and discuss as they read.</p> <p>Suggested Time: 5-6 days</p>	<p>The story, lesson, and support materials focus on a featured skill. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Character • Theme • Genre • Inference • Tone • Mood • Close reading • Critical thinking • Integrating ideas <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, explanatory, or argumentative</p>	<p>Audio read-aloud of the story</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Extension activities 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, L.4, L.5, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7a, 7b, 7c, 7d, 8a, 8f, 9a, 9b, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12f</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: FICTION

Suggested Time: 5-6 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read and Close Reading

Preparing to Read

- Complete the **Theme Anticipation Guide** and share responses to activate prior knowledge, build curiosity, and ready students' minds for the themes they will encounter in the text.
- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.

*First Read: Get to Know the Text**

- Read the story once through as a class.
- Go online to find the **audio read-aloud** of the text to provide support for struggling readers or as a listening-comprehension activity for your whole class.
- Distribute the **DIY Vocabulary Activity**. Have students find three to seven words in the story that are new to them, or whose meanings they are not sure about. Students should record each word and the page number where it appears, then write what they think the word means based on context clues. Then have students look up the word in a dictionary and write down its definition. Finally, they should use the word in a sentence.

Second Read: Unpack the Text

- Divide students into groups to read the story again, pausing to discuss the **Close-Reading Questions** in the margins or on the handout at Scope Online.
- Discuss the **Critical-Thinking Questions** as a class or use them as writing prompts.
- Return to the **Theme Anticipation Guide**. Have students reread the statements and reflect on the following in writing or in a class discussion: Did your experience with the text influence your opinions about each statement, perhaps by confirming your beliefs, challenging them, or causing them to shift? How do the statements apply to the story?

***Note:**

For fiction, close-reading questions are printed in the margins, prompting students to delve deeply into specific sentences or paragraphs in the story. (At Scope Online in the Student View, lines of text are bolded and linked—when students click, the close-reading question will appear as a pop-up.) Our questions model close-reading questions that students can ask themselves as they read any work of fiction. The answers can be found in the lesson plan. We recommend that students read the story through at least once before answering the close-reading questions. That way, they can focus on basic comprehension before beginning analysis. With our text-based questions, students will gain a deeper understanding of the story; uncover layers of meaning; make inferences; analyze the author's purpose; and reflect on how words, sentences, and paragraphs contribute to the larger work.

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Days 2-3: Skill Building: Featured Skill and Core Skills Workout or Literary Elements

Day 2: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it in small groups. This activity serves as students' writing planner for responding to the prompt at the end of the story.

Day 3: Core Skills Workout or Literary Elements (Optional)

- Based on your students' needs after completing the Featured Skill Activity, use any or all of each issue's **Core Skills Workout** activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for most of these activities in every issue. Skills for fiction include mood, tone, and inference.
- Try our other **Literary Elements** offerings:
All literary elements activities include higher-level thinking tasks that are valuable for all learners. They encourage students to make meaningful connections to their personal experiences and transfer skills across texts. Tasks elicit student opinions, call for text evidence to support reasoning, foster class discussion, and connect reading and writing.
Genre Exploration helps students analyze a story through the lens of genre, leading to an exploration of many aspects of that text—character, setting, mood, plot, theme, and so on.
Character Thinking Tool prompts students to think about their overall impressions of characters, the characters' traits, and the ways in which authors reveal characters to readers.

Days 4-5: Writing Task

Day 4: Respond to the explanatory, argumentative, or narrative writing prompt

- Using the Featured Skill Activity as a guide, invite students to respond to the writing prompt at the end of the story. Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Day 5: Revise and edit writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships.
- Optionally, encourage students to submit their work to the writing contest.

Day 6: Comprehension Quiz and Extension Activities (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
- Alternatively, use suggestions in the lesson plan or the Ideabook at Scope Online to guide students through an extension activity, such as completing a research task, retelling the story from a different point of view, reading another work by the same author, etc.

SCOPE AND SEQUENCE: FICTION IN A FLASH

Description of Feature	Skills	Differentiation	Assessment	Standards
<p><i>Scope</i> offers high-quality, complex works of short fiction—consisting of only a few hundred words. This feature appears in October, December/January, March, and May issues of the magazine. (These are the issues that do not contain a long fiction feature.)</p> <p>Each story is intended to be read in one class period with the purpose of exploring a key literary element or device.</p> <p>Suggested Time: 1 day</p>	<p>The story, lesson, and support materials focus on a featured skill. Skills include:</p> <ul style="list-style-type: none"> • Characterization • Imagery • Theme • Setting • Conflict • Point of view • Plot <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, explanatory, or argumentative</p>	<p>Audio read-aloud of the story</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Constructed response to prompts in online support materials (oral or written)</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Extension activities 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, L.4, L.5, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7a, 7b, 7c, 7d, 8a, 8f, 9a, 9b, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12f</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: FICTION IN A FLASH

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read and First Read

Preparing to Read

- Set a purpose for reading by calling on a volunteer to read aloud the **Spotlight On** box and the directions.

First Read: Get to Know the Text

- Play the **audio read-aloud** while students follow along in their printed or digital issues.

Close Reading and Discussion

Second Read: Unpack the Text

- Have students do a second read of the story independently while completing a double-entry journal:
 - Have students fold a piece of paper or sheet in their journal in half, lengthwise.
 - In the left-hand column, have students write any individual words, phrases, or sentences that are unfamiliar, jump out, or are particularly meaningful to them as they read.
 - In the right-hand column, have students write reactions to the quotes on the left with questions, comments, connections, or analysis.
 - Have students discuss their responses in pairs or small groups.
- Come back together as a class. Project the **Fiction In a Flash Activity** and read aloud the definition of the key literary element or device. Then discuss the questions that focus students' attention on the author's use of that key literary element or device. Encourage students to pull in any questions, comments, connections, or analyses from their double-entry journals.

SCOPE AND SEQUENCE: PAIRED TEXTS

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Our paired-text feature offers two texts united by topic or theme. These could be, for example, two nonfiction articles; or a nonfiction text paired with a poem, fable, personal essay, infographic, or interview. Topics often draw on science, social studies, current events, and social-emotional learning concepts.</p> <p>Suggested Time: 6-7 days</p>	<p>The articles, lesson, and support material focus on comparing and contrasting or synthesizing. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Close reading • Critical thinking • Text features • Key ideas and details • Inference • Text evidence • Text structures • Tone • Mood <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, explanatory, or argumentative</p>	<p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of the texts</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Extension activities 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.4, R.7, R.9, W.2, SL.1, SL.2, L.4, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j (grade 8 only), 8d, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12d, 12e, 12f, 12g, 12i, 12j</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: PAIRED TEXTS

Suggested Time: 6-7 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read and First Read

Preparing to Read

- Explore text features: Invite students to look at the photos, read the headlines and subheads, and discuss them together.
- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.

Preview Vocabulary

- Project the **Vocabulary Definitions**. They may be in the form of an audiovisual slideshow or a glossary. Hear the words and definitions read aloud at Scope Online.
- Follow up with the **Vocabulary Activity** to practice using the words that are highlighted in bold in the articles.

First and Second Read

- Play the audio read-aloud as students follow along.
- For the second read, break students into small groups. As they read, they should note anything they find interesting or surprising. As a class, discuss what they noted.

Day 2: Reading and Discussing

- After reading the articles, have students go back to the texts to reread, analyze, and delve deeply into sentences and paragraphs to answer the **Close-Reading Questions**. This can be completed as a whole class, in small groups, or individually. Questions can also be answered in guided-reading groups.
- Discuss the **Critical-Thinking Questions** as a class or use them as constructed-response prompts.

Days 3-4: Skill Building: Featured Skill and Core Skills Workout

Day 3: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it in small groups. This activity serves as students' writing planner for responding to the prompt at the end of the articles.

Day 4: Core Skills Workout (Optional)

- Based on your students' needs after completing the Featured Skill Activity, use any or all of each issue's paired texts **Core Skills Workout** activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for most of these activities in every issue. Skills for the paired texts

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include text features, summarizing, central ideas and supporting details, inference, text evidence, text structure, mood, and tone.

Days 5-6: Writing Task

Day 5: Respond to the explanatory, argumentative, or narrative writing prompt

- Using the Featured Skill Activity as a guide, invite students to respond to the writing prompt at the end of the articles. Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Day 6: Revise and edit writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships.
- Optionally, encourage students to submit their work to the writing contest.

Day 7: Comprehension Quiz or Extension Activities (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
- Alternatively, use suggestions in the lesson plan or the Ideabook at Scope Online to guide students through an extension activity, such as completing a research task, reading related texts, or creating a video, slideshow presentation, museum exhibit, or timeline.

SCOPE AND SEQUENCE: DRAMA

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Every issue includes a read-aloud play that provides a perfect opportunity to practice fluency and learn about the features of drama. <i>Scope</i> plays are often adapted from classic short stories, novels, myths, folktales, biographies, or significant historical events.</p> <p>Suggested Time: 6-7 days</p>	<p>The play, lesson, and support materials focus on a featured skill. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Character • Theme • Genre • Inference • Tone • Mood • Close reading • Critical thinking • Integrating ideas <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, explanatory, or argumentative</p>	<p>Audio read-aloud of vocabulary words and definitions as well as tricky character and place names</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Extension activities 	<p>CCSS (and states that have similar standards)*: R.1, R.3, R.5, R.6, W.3, SL.1, SL.2, L.4, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7a, 7b, 7c, 7d, 8a, 8c, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12f</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: DRAMA

Suggested Time: 6-7 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read and First Read

Preview Vocabulary

- Project the **Vocabulary Definitions**. They may be in the form of an audiovisual slideshow or a glossary. Hear the words and definitions read aloud at Scope Online.
- Follow up with the **Vocabulary Activity** to practice using the words that are highlighted in bold in the play.

Preparing to Read

- Complete the **Theme Anticipation Guide** and share responses to activate prior knowledge, build curiosity, and ready students' minds for the themes they will encounter in the text.
- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.
- Preview text features by inviting students to look at the illustrations; read the title, subtitle, scene headings, and descriptions in the character box; and make predictions based on them.

Class Read-Aloud

- Assign parts and read the play aloud as a class. If you have struggling readers in your class, assign parts in advance to give students a chance to preview lines and practice saying them with a partner.

Day 2: Second Read

- After reading the play, go back to the text to reread, analyze, and delve deeply into lines and scenes to answer the **Close-Reading Questions**. This can be completed as a whole class, in small groups, or individually. Questions can also be answered in reading centers or guided-reading groups.
- Discuss the **Critical-Thinking Questions** as a class or use them as constructed-response prompts.
- Return to the **Theme Anticipation Guide**. Have students reread the statements and reflect on the following questions in writing or in a class discussion: Did your experience with the text influence your opinions about each statement, perhaps by confirming your beliefs, challenging them, or causing them to shift completely? How do the statements apply to the play? How would the characters in the play respond to these statements?

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Days 3-4: Skill Building: Featured Skill and Core Skills Workout or Literary Elements

Day 3: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it in small groups. This activity serves as students' writing planner for responding to the prompt at the end of the play.

Day 4: Core Skills Workout or Literary Elements (Optional)

- Based on your students' needs after completing the Featured Skill Activity, use any or all of each issue's **Core Skills Workout** activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for most of these activities in every issue. Skills for drama include mood, tone, and inference.
- Try our other **Literary Elements** offerings:
All literary elements activities include higher-level thinking tasks that are valuable for all learners. They encourage students to make meaningful connections to their personal experiences and transfer skills across texts. Tasks elicit student opinions, call for text evidence to support reasoning, foster class discussion, and connect reading and writing.
Genre Exploration helps students analyze a story through the lens of genre, leading to an exploration of many aspects of that text—character, setting, mood, plot, theme, and so on.
The Character Thinking Tool prompts students to think about their overall impressions of characters, the characters' traits, and the ways in which authors reveal characters to readers.

Days 5-6: Writing Task

Day 5: Respond to the explanatory, argumentative, or narrative writing prompt

- Using the Featured Skill Activity as a guide, invite students to respond to the writing prompt at the end of the play. Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Day 6: Revise and edit writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships.
- Optionally, encourage students to submit their work to the writing contest.

Day 7: Comprehension Quiz and Extension Activities (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.
- Alternatively, use suggestions in the lesson plan or the Ideabook at Scope Online to guide students through an extension activity, such as writing a new ending for the play.

SCOPE AND SEQUENCE: DEBATE ESSAY KIT and DEBATE SCAVENGER HUNT

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Every issue includes a debate on a hot-button topic for kids. The debate follows one of two formats: Essay Kit or Scavenger Hunt.</p> <p>Both formats prompt students to read and analyze a text or texts that explore both sides of a debate. After a text-marking activity focused on identifying elements of an argument and a lively classroom debate, students use our Essay Kit to write an argument essay.</p> <p>Suggested Time: 1 day</p>	<p>Reading the debate, participating in a classroom debate, and writing an essay in response requires students to:</p> <ul style="list-style-type: none"> • Identify central ideas and supporting details • Evaluate arguments and claims • Support an argument using text evidence • Build on others' ideas and express their own ideas clearly and persuasively • Evaluate a speaker's point of view and reasoning <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Argumentative</p>	<p>Audio read-aloud of vocabulary words, definitions, and text(s)</p> <p>Scavenger Hunt: Available on two levels</p>	<p>Formative or Summative: Observation, discussion, quiz with selected-response and constructed-response questions</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Extension activities 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.4, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.1, L.2, L.3</p> <p>TEKS: Grades 6, 7, 8: 1a, 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j (grade 8 only), 8d, 8e, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 9g, 10a, 10b, 10c, 10d, 10e, 11c, 11d, 12d, 12f, 12g, 12h, 12i, 12j</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: DEBATE ESSAY KIT

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read

- Give students a minute to preview the text features—the headlines, illustrations or photos, any charts or graphs, etc. Ask students what they think the article is about.
- Project the **Vocabulary Definitions**. They may be in the form of an audiovisual slideshow or a glossary. Hear the words and definitions read aloud at Scope Online.
- Follow up with the **Vocabulary Activity** to practice using the words that are highlighted in bold in the debate.

Reading and Text Marking

- Read the debate once through as a class.
- Project the article. Complete the following steps as a class, modeling text marking on your whiteboard while students mark their magazines:
 1. Using a red colored pencil, draw a star next to a sentence that expresses the main argument (central idea) on one side of the debate.
 2. Underline the details that support that main point.
- Have students repeat steps 1 and 2 independently, but for the other side of the debate and this time using a blue colored pencil.
- Next, discuss the following: Do you think the writer shows bias—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence.
- Have students fill in the “Yes/No” chart in their magazines using the details they underlined in the text.

Debate

- Ask students to either sit or stand, according to which side of the debate they agree with more, the “Yes” side or the “No” side.
- Students can then debate the issue: One student offers a reason (support) for his or her opinion; a student from the other group then offers a counterargument.
- Students should either stand up or take a seat if at any point during the debate they change their position on the issue; be sure to ask any student who does this why he or she did so. Encourage students to use evidence to support their opinions.
- At the end of the debate, compare the number of students who support each side with the number who supported each side before the debate.

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Writing

- Have students work individually to complete the **Essay Kit Guided-Writing Activity** to write an argument essay supporting their point of view. Students can use the **Argument Essay Checklist** to evaluate and edit their essays.
- For struggling readers: Instead of assigning the Essay Kit, ask students to write one paragraph in which they state their opinion and three reasons that support it.
- For advanced readers: Before holding the classroom debate, ask students to find and read two other articles on the topic. Students should come to class prepared with a list of their sources, plus at least one item of support for each side of the debate.
- Visit Scope Online for **additional extension resources** that bring in other articles to deepen the conversation.

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: DEBATE SCAVENGER HUNT

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read

- Give students a minute to preview the text features—the headlines, illustrations or photos, any charts or graphs, etc. Ask students what they think the article is going to be about based on these features.
- Project the **Vocabulary Definitions**. They may be in the form of an audiovisual slideshow or a glossary. Hear the words and definitions read aloud at Scope Online.
- Follow up with the **Vocabulary Activity** to practice using the words that are highlighted in bold in the debate.

Reading and Text Marking

- Read both texts once through as a class.
- Ask: “No matter what you personally think about the issue, which author do you think makes the better argument?” Take a poll and tally the results on the board.
- Project the first text. For this text only, have students complete the Scavenger Hunt box at the end of the article, modeling text marking on your whiteboard while students mark their magazines. Or print and distribute the **Scavenger Hunt: Analyzing Arguments graphic organizer** to help students analyze the texts. Note: A lower-level version of the graphic organizer without the counterargument is available.
- Divide students into small groups and have students complete the Scavenger Hunt box in the magazine and/or the **Scavenger Hunt Graphic Organizer** for the second text.

Discuss

- As a class, discuss the question at the end of the **Scavenger Hunt**: Who makes the stronger argument? Then ask:
 1. What do the authors agree about? What do they disagree about?
 2. How do the images support each author’s argument?
 3. What is each author’s tone? Explain your answer.

Debate

- Divide students into groups according to which author they agree with more. Have the groups stand on opposite sides of the room.
- Students should then debate: One student offers a reason (support) for his or her opinion; a student from the other group responds.
- Students should quietly switch sides if at any point during the debate they change their position on the issue; be sure to ask any student who does this why he or she did so. Encourage students to use evidence to support their opinions.
- At the end of the debate, compare the number of students who support each side of the debate with the number who supported each side before the debate.

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Writing

- Have students work individually to complete the **Essay Kit Guided-Writing Activity** to write an argument essay supporting their points of view. Students can use the **Argument Essay Checklist** to evaluate and edit their essays.
- Visit Scope Online for **additional extension resources** that bring in other articles to deepen the conversation.

SCOPE AND SEQUENCE: SHORT READ

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Every issue of <i>Scope</i> has a bite-sized, fascinating informational text and accompanying Short Write Kit, which includes a reference handout and a self-guided activity that walks students through the process of crafting the perfect constructed response. It is designed to prepare students for the complex passages they may encounter on tests.</p> <p>Suggested Time: 1 day</p>	<p>Reading the article and responding to the Short Write prompt requires students to:</p> <ul style="list-style-type: none"> Identify central ideas and details Support a claim Use text evidence Provide commentary <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Explanatory, argumentative</p>	<p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of text</p> <p>Comprehension quiz on two levels</p>	<p>Formative or Summative: Constructed response to prompts in magazines (oral or written), quiz with selected-response and constructed-response questions</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> Writing prompt Extension activities 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.4, R.5, R.6, W.1, W.4, W.5, L.4, L.6</p> <p>TEKS: Grades 6, 7, 8: 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 8d, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 11b, 11c</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: SHORT READ

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read

- Project the **Vocabulary Definitions**. They may be in the form of an audiovisual slideshow or a glossary. Hear the words and definitions read aloud at Scope Online.
- Follow up with the **Vocabulary Activity** to practice using the words that are highlighted in bold in the article.

Reading and Discussing

- Read the article as a class. Alternatively, you can play the **audio read-aloud** while students follow along in their printed or digital issues.

Completing the Activity

- Have students work in small groups to complete the activity at the end of the article. They will write a claim, find a piece of text evidence, and explain why that evidence supports their claim.

Writing

- To go deeper, use the **Short Write Kit** at Scope Online. Project the **How to Answer a Constructed-Response Question Handout** and review it as a class. Then have students work on their own or in groups to complete the self-guided writing activity **Constructing a Response**.
- Have students use their completed activities to craft their own constructed responses.

Comprehension Quiz

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and one or two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.

SCOPE AND SEQUENCE: GRAMMAR

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>This fun feature is a great way to help your students practice using commonly confused words, such as <i>imply</i> and <i>infer</i>, <i>accept</i> and <i>except</i>, and <i>number</i> and <i>amount</i>.</p> <p>The activity appears at the beginning of every issue and can be done in small groups or as a class in as little as five minutes. We think this is a great bell-ringer activity.</p> <p>Suggested Time: 5-15 minutes</p>	<p>The in-magazine activity and online support materials encourage students to:</p> <ul style="list-style-type: none"> • Apply knowledge of language • Understand how language functions in different contexts • Make effective choices for meaning or style • Comprehend more fully when reading or listening 	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Reinforcement activities found at Scope Online</p>	<p>Formative: Observation, progress on in-magazine and online activities</p> <p>Performance Tasks: Application of skills to student writing</p>	<p>CCSS (and states that have similar standards)*: L.3</p> <p>TEKS: Grades 6, 7, 8: 2b, 10c, 10d (ix)</p>

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PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: GRAMMAR

Suggested Time: 5-15 minutes

Introduce and Practice Grammar Skill

- As a class, watch the **Grammar Hack video** at Scope Online, which reviews the meanings of the commonly confused words and provides a tip on how to remember which word means what.
- As a class, read **Grammar's HINT** (found in the upper right corner of page 3 and at the top of the article page in Student View) to review the commonly confused words addressed in the feature. Then read the annotations, which model the correct usage.
- Have students practice the grammar skill by completing the activity as a class, in groups, or individually. In the activity, students choose which of the commonly confused words to use at several points within a series of short boxes of text.

Reinforce Skill

- Find an **additional skill reinforcement activity** at Scope Online.
- Have students observe the commonly confused words in context by searching for examples of their use in the magazine or in other reading material.

SCOPE AND SEQUENCE: YOU BE THE EDITOR

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Our You Be the Editor feature appears in 4-5 issues of the magazine. It builds students' grammar and writing skills in an authentic and meaningful way.</p> <p>A short, fascinating text is presented and students get to "be the editor," improving the passage through the use of guiding prompts. Rather than correcting mistakes, students turn an OK piece of writing into a stellar one using the grammar tools in their growing toolkits.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> • Sentence structure • Parts of speech • Word choice • Imagery • Figurative language • Author's craft • Vocabulary • Revision <p>Writing: Explanatory</p>	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Additional scaffolding found at Scope Online:</p> <ul style="list-style-type: none"> • Additional practice activities 	<p>Formative: Observation, progress on in-magazine and online activities</p> <p>Performance Tasks: Application of skills to student writing</p>	<p>CCSS (and states that have similar standards)*: L.1, L.2, L.3, L.4, L.5, L.6, W.5,</p> <p>TEKS: Grades 6, 7, 8: 10b, 10c, 10d</p>

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PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: YOU BE THE EDITOR

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Read the Passage

- Have students read the passage as a class or independently. For the first read, they should ignore the prompts. (In the print magazine, prompts are in circles in the margins of the page. In the Student View at Scope Online, prompts will appear in a pop-up box when students click on the words and phrases in bold blue font.)
- Have students go back through the article and reread the boldface words and phrases and the prompts to which they correspond.

Write

- Direct students to follow the prompts to develop and strengthen the writing in the passage. Have students share their revisions by reading their new and improved passages aloud. An entry form is available online if students would like to enter their passages into the **You Be the Editor contest**.

SCOPE AND SEQUENCE: YOU WRITE IT

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>The You Write It feature appears in 4-5 issues of the magazine. It features a Q&A with an inspiring young person. Your students turn the interview into a three-paragraph article.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> • Summarizing • Central ideas and details • Paraphrasing • Using quotations <p>Writing: Explanatory, argumentative</p>	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Model activity with annotated and non-annotated examples of completed You Write It Interview activities found at Scope Online</p>	<p>Formative: Observation, progress on activities</p> <p>Performance Tasks: Write an article</p>	<p>CCSS (and states that have similar standards)*: R.1, W.2</p> <p>TEKS: Grades 6, 7, 8: 5a, 5g, 5h, 6d, 6e, 6f, 10b, 10c, 10d, 10e, 11b</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI, WY

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: YOU WRITE IT

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Reading the Interview

- Give students a minute to preview the **You Write It** interview. Prompt students to use the headline, subhead, and central image to identify the topic of the interview.
- Break students into groups to read each section of the interview and discuss what they find interesting, surprising, or convincing.
- Reconvene as a class and ask volunteers to summarize the central idea and supporting details from the interview. Have a volunteer read aloud the writing prompt at the bottom of the page. Brainstorm examples of central ideas (or central claims) that could be used.

Modeling the Activity

- If your students need additional support, project the **Annotated Model Text** or the **Non-Annotated Model Text** and review together first.

Writing

- Distribute the **Turning an Interview Into an Article Guided-Writing Activity**. This activity guides students to choose a central idea for their articles, paraphrase each question-and-answer pair from the interview, and choose sentences from the interview that they will use as quotations in their articles.
- Using their responses from the **Guided-Writing Activity**, have students write a three-paragraph article about the inspiring person using these guidelines:

Opening Paragraph:

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

Body Paragraph:

- Explain to your readers what the inspiring person’s experience was like, using information from the question-and-answer pairs you summarized.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote.
- Don’t forget to include the direct quotes you chose.

Conclusion:

- Wrap it all up. End your article with a strong sentence or paragraph that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.
- An entry form is available online if students would like to enter the **You Write It contest**.

SCOPE AND SEQUENCE: POETRY

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>The Poetry feature appears in every other issue, alternating with an Infographic.</p> <p>The poetry format presents a beautiful poem and invites students to use the poem as a model to write their own.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> Poetry analysis Poetry writing 	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Guided-poetry-analysis activity</p> <p>Guided-writing activity</p> <p>Audio read-aloud of the poem found at Scope Online</p>	<p>Formative: Observation, progress on activities</p> <p>Performance Tasks: Poetry writing</p>	<p>CCSS (and states that have similar standards)*: R.10, W.3</p> <p>TEKS: Grades 6, 7, 8: 3a, 4a, 5a, 5b, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6g, 6h, 7a, 8b, 9a, 9b, 9c, 9d, 9e, 9f, 11a</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: POETRY

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Reading the Poem

- As a class, read the poem aloud a few times or listen to the poem read aloud at Scope Online.

Analyzing the Poem

- As a whole class or in small groups, answer the questions in the **Analyzing Poetry Activity**.

Writing

- Invite students to write their own poems using our **Guided-Writing Activity** and the featured poem as a mentor text. An entry form is available online if students would like to enter the **Poetry contest**.

SCOPE AND SEQUENCE: INFOGRAPHIC

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>The Infographic feature appears in every other issue, alternating with Poetry.</p> <p>The infographic conveys facts and data about a kid-friendly topic using photos, graphs, charts, and other images. Students draw on the information presented to respond to a writing prompt.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> • Summarizing • Analyzing a visual text • Central ideas and details <p>Writing: Explanatory, argumentative</p>	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Annotated model text</p> <p>Non-annotated model text</p>	<p>Formative: Observation, progress on activities</p> <p>Performance Tasks: Creation of a presentation, video, or essay</p>	<p>CCSS (and states that have similar standards)*: R.1, R.7, W.2</p> <p>TEKS: Grades 6, 7, 8: 4a, 5a, 5b, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 8d, 9a, 9b, 9c, 11b</p>

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PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: INFOGRAPHIC

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Reading the Infographic

- Give students a minute to preview the **Infographic**.
- Break students into groups to read each section of the infographic and discuss what they find interesting, surprising, or convincing.
- Reconvene as a class and ask volunteers to summarize the central idea and details from the infographic.

Preparing to Write

- Have a volunteer read aloud the writing prompt at the bottom of the page. Brainstorm examples of central ideas (or central claims) that could be used.
- Distribute the self-guided writing activity, **Turning an Infographic Into an Essay**. Have students work individually or in small groups to complete the activity up to the point where they write their first draft.

Modeling the Activity

- If your students need additional support, project the **Annotated Model Text** or the **Non-Annotated Model Text** and review it together.

Writing

- Writing prompts may ask students to turn the infographic into an essay, video, slideshow presentation, or public service announcement. An entry form is available online if students would like to enter the **Infographic contest**.