

# Pacing Guide 2018-2019



# Welcome to *Scope!*

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

This guide will help you plan your year with *Scope*, a classroom magazine full of thrilling cross-genre content. You'll discover how *Scope* can seamlessly fit into your yearlong curriculum as well as your day-to-day plans. You'll also find the genres and skills you can expect to cover with your students, along with the differentiation, assessment, and standards information you need to create a powerful and robust teaching schedule.

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 Associate Editor Lauren Salisbury at [LSalisbury@scholastic.com](mailto:LSalisbury@scholastic.com).

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# Planning Overview:

## Using *Scope* Throughout the Year

*Scope* is a flexible resource that can fit into many classroom settings, whether you're using it as a core resource or as a supplement to your ELA program. You'll receive your class set of magazines two to three weeks before each issue date; at the same time, you will be able to access the wealth of 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 week or all five. However you choose to fit the resource into your classroom, here is a suggested breakdown of how 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><br><u>(one day = 60 minutes)</u> |
|-----------------------------------|--|
| Narrative and Literary Nonfiction | 6-8 days   |
| Fiction                           | 5-6 days   |
| Paired Texts                      | 6-7 days   |
| Drama                             | 6-7 days   |
| Debate                            | 1 day  |
| Short Read                        | 1 day  |
| Lazy Editor                       | 1 day  |
| Grammar                           | 5-15 min.  |
| You Write It                      | 1 day  |

## SCOPE AND SEQUENCE: NARRATIVE AND LITERARY NONFICTION

| Description of Feature   | Skills  | Differentiation  | Assessment   | Standards  |
|--|---|--|--|--|
| 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 and science content areas. Typical selections present significant events in history, natural disasters, and inspiring figures from the past or present. | <p>The article, lesson, and support materials focus on a <b>featured skill</b>. We also offer activities to introduce or reinforce <b>additional skills</b> so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Critical thinking</li> <li>• Text features</li> <li>• Summarizing</li> <li>• Key ideas and details</li> <li>• Inference</li> <li>• Text evidence</li> <li>• Text structures</li> <li>• Tone</li> <li>• Mood</li> </ul> <p><b>Vocabulary:</b> Academic and domain-specific</p> <p><b>Writing:</b> 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>Teaching suggestions for struggling readers, advanced readers, ELL students, and multiple learning styles</p> | <p><b>Formative or Summative:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Writing prompt</li> <li>• Extension activities</li> </ul> | <p><b>CCSS</b> (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><b>TEKS:</b></p> <p><b>Grade 6:</b> 6.2, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.26, 6.28, 6.29</p> <p><b>Grade 7:</b> 7.2, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.26, 7.28, 7.29</p> <p><b>Grade 8:</b> 8.2, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, 8.26, 8.28, 8.29</p> |
| <p><b>Suggested Time:</b><br/>6-8 days</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** on the first page.
- 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**. This 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.

*continued ►*

\*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.

### *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.

### *Day 6: Revise and edit writing*

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

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

- Have students take the **interactive or non-interactive 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 Teacher's Guide or 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 **Read, Think, Explain Activity**, which provides reinforcement of all skills from our **Core Skills Workout**. In just 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. 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><b>Suggested Time:</b><br/>5-6 days</p> | <p>The story, lesson, and support materials focus on a <b>featured skill</b>. We also offer activities to introduce or reinforce <b>additional skills</b> so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Theme</li> <li>• Genre</li> <li>• Inference</li> <li>• Tone</li> <li>• Mood</li> <li>• Close reading</li> <li>• Critical thinking</li> <li>• Integrating ideas</li> </ul> <p><b>Vocabulary:</b> Academic and domain-specific</p> <p><b>Writing:</b> Narrative, explanatory, or argumentative</p> | <p>Audio read-aloud of the story</p> <p>Activity sheets and higher- and lower-level quizzes</p> <p>Teaching suggestions for struggling readers, advanced readers, ELL students, and multiple learning styles</p> | <p><b>Formative or Summative:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Writing prompt</li> <li>• Extension activities</li> </ul> | <p><b>CCSS</b> (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><b>TEKS:</b></p> <p><b>Grade 6:</b> 6.1; 6.2b,e; 6.3a; 6.6; 6.9; 6.10a,d; 6.17c; 6.26; 6.28</p> <p><b>Grade 7:</b> 7.1; 7.2b,e; 7.3a,c; 7.6; 7.9; 7.10a,d; 7.17c; 7.26; 7.2</p> <p><b>Grade 8:</b> 8; 8.1; 8.2b,e; 8.3c; 8.6; 8.10a,c,d; 8.17c; 8.26; 8.27</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: 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** on the first page.

#### *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 on the pages of every issue's story, prompting students to delve deeply into specific sentences or paragraphs in the story. 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 Teacher's Guide. We recommend that students read the story through at least one time before answering the close-reading questions. That way, they can focus on basic comprehension before going deeper. With our text-based questions, students will gain a deeper understanding of the text; uncover layers of meaning; make inferences; analyze the author's purpose; and reflect on how words, sentences, and paragraphs contribute to the larger work.

*continued ►*

## 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.

### *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:
  - 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. 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.

## 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 article.
- Alternatively, write a short essay responding to the question in the As You Read box.

### *Day 5: Revise and edit writing*

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

## Day 6: Comprehension Quiz and Extension Activities (Optional)

- Have students take the **interactive or non-interactive 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 Teacher's Guide or 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 an additional work by the same author, etc.

## SCOPE AND SEQUENCE: PAIRED TEXTS

| Description of Feature   | Skills   | Differentiation  | Assessment   | Standards  |
|--|--|--|--|--|
| <p>Our popular paired-text feature offers two texts united by topic or theme—for example, two nonfiction articles, or a nonfiction text paired with a poem, fable, personal essay, interview, or other genre. Topics often draw on science, social studies, current events, and social-emotional learning concepts.</p> <p><b>Suggested Time:</b><br/>6-7 days</p> | <p>The article, lesson, and support material focus on <b>comparing</b> and <b>contrasting</b> or <b>synthesizing</b>. We also offer activities to introduce or reinforce <b>additional skills</b> so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Critical thinking</li> <li>• Text features</li> <li>• Key ideas and details</li> <li>• Inference</li> <li>• Text evidence</li> <li>• Text structures</li> <li>• Tone</li> <li>• Mood</li> </ul> <p><b>Vocabulary:</b> Academic and domain-specific</p> <p><b>Writing:</b> 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>Teaching suggestions for struggling readers, advanced readers, ELL students, and multiple learning styles</p> | <p><b>Formative or Summative:</b><br/>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><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Writing prompt</li> <li>• Extension activities</li> </ul> | <p><b>CCSS</b> (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><b>TEKS:</b></p> <p><b>Grade 6:</b> 6.1; 6.2b,e; 6.10a,c,d; 6.17; 6.19; 6.26; 6.27; 6.28</p> <p><b>Grade 7:</b> 7.1; 7.2b,e; 7.10a,c,d; 7.17; 7.19; 7.26; 7.27; 7.28</p> <p><b>Grade 8:</b> 8.1; 8.2b,e; 8.10a,c,d; 8.17; 8.19; 8.26; 8.27; 8.28</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: 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** on the first page.

#### *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 of the article as students follow along in their magazines.
- 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 independently.

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

*continued ►*

## 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 paired-text feature.

### *Day 6: Revise and edit writing*

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

## Day 7: Comprehension Quiz or Extension Activities (Optional)

- Have students take the **interactive or non-interactive 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 Teacher's Guide or 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 features of drama. <i>Scope</i> plays are often adapted from classic short stories, novels, myths, folktales, biographies, or significant historical events.</p> <p><b>Suggested Time:</b><br/>6-7 days</p> | <p>The play, lesson, and support materials focus on a <b>featured skill</b>. We also offer activities to introduce or reinforce <b>additional skills</b> so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Theme</li> <li>• Genre</li> <li>• Inference</li> <li>• Tone</li> <li>• Mood</li> <li>• Close reading</li> <li>• Critical thinking</li> <li>• Integrating ideas</li> </ul> <p><b>Vocabulary:</b> Academic and domain-specific</p> <p><b>Writing:</b> 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>Teaching suggestions for struggling readers, advanced readers, ELL students, and multiple learning styles</p> | <p><b>Formative or Summative:</b><br/>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><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Writing prompt</li> <li>• Extension activities</li> </ul> | <p><b>CCSS</b> (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><b>TEKS:</b><br/><b>Grade 6:</b> 6.1, 6.2, 6.5, 6.10, 6.24, 6.26, 6.27<br/><b>Grade 7:</b> 7.1, 7.2, 7.5, 7.10, 7.24, 7.26, 7.27<br/><b>Grade 8:</b> 8.1, 8.2, 8.5, 8.10, 8.24, 8.26, 8.27</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: 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** on the first page.
- 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?

*continued ►*

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

### *Day 3: Skill Building: Featured Skill Activity*

- Distribute the **Featured Skill Activity** and have students complete it in small groups.

### *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:
  - 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. 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.

## Days 5-6: Writing Task

### *Day 5: Respond to the Explanatory, Opinion, 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.

### *Day 6: Revise and edit writing*

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

## Day 7: Comprehension Quiz and Extension Activities (Optional)

- Have students take the **interactive or non-interactive 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 Teacher's Guide or at Scope Online to guide students through an extension activity, such as writing a new scene 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: <b>Essay Kit</b> or <b>Scavenger Hunt</b>.</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 elements of an argument and a lively classroom debate, students use our <b>Essay Kit</b> to write an argument essay.</p> <p><b>Suggested Time:</b><br/>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"> <li>• Identify central ideas and supporting details</li> <li>• Evaluate arguments and claims</li> <li>• Support an argument using text evidence</li> <li>• Build on others' ideas and express their own ideas clearly and persuasively</li> <li>• Evaluate a speaker's point of view and reasoning</li> </ul> <p><b>Vocabulary:</b> Academic and domain-specific</p> <p><b>Writing:</b> Argumentative</p> | <p>Audio read-aloud of vocabulary words, definitions, and text(s)</p> <p><b>Scavenger Hunt:</b> available on two levels</p> | <p><b>Formative or Summative:</b> Observation, discussion, quiz with selected-response and constructed-response questions</p> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Writing prompt</li> <li>• Extension activities</li> </ul> | <p><b>CCSS</b> (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><b>TEKS:</b></p> <p><b>Grade 6:</b> 6.1, 6.2, 6.11, 6.14, 6.18, 6.19, 6.26, 6.27</p> <p><b>Grade 7:</b> 7.1, 7.2e, 7.11, 7.14, 7.18, 7.19, 7.26, 7.27</p> <p><b>Grade 8:</b> 8.1, 8.2e, 8.11, 8.14, 8.18, 8.19, 8.26, 8.27</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: 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.
- Divide students into groups and have them repeat steps 1 and 2, but for the other side of the debate and this time using a blue colored pencil.
- Next, ask students to discuss the following in their groups: 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

- Have students divide themselves into two groups according to which side of the debate they agree with more, the “Yes” side or the “No” side. Have the groups stand on opposite sides of the room.
- 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 quietly walk to the other side of the room 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.

## 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.

- 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.
- 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 develop their arguments. Note that a lower-level version of the graphic organizer that does not include counterargument is available.
- Have students complete the Scavenger Hunt box in the magazine and/or the **Scavenger Hunt graphic organizer** for the second text in small groups.

## 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 think makes the best argument. 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 author with the number who supported each author before the debate.



## 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 <b>Short Write Kit</b>, 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><b>Suggested Time:</b><br/>1 day</p> | <p>Reading the article and responding to the <b>Short Write</b> prompt requires students to:</p> <ul style="list-style-type: none"> <li>• Identify central ideas and details</li> <li>• Support a claim</li> <li>• Use text evidence</li> <li>• Provide commentary</li> </ul> <p><b>Vocabulary:</b> Academic and domain-specific</p> <p><b>Writing:</b> 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><b>Formative or Summative:</b><br/>Constructed response to prompts in magazines (oral or written), quiz with selected-response and constructed-response questions</p> <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Writing prompt</li> <li>• Extension activities</li> </ul> | <p><b>CCSS</b> (and states that have similar standards)*: R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6</p> <p><b>TEKS:</b></p> <p><b>Grade 6:</b> 6.1; 6.2b,e; 6.10a,c; 6.17c; 6.19</p> <p><b>Grade 7:</b> 7.1; 7.2b,e; 7.10a,b,c; 7.17c; 7.19</p> <p><b>Grade 8:</b> 8.1; 8.2b,e; 8.10a,c; 8.17c; 8.19</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 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 **higher- or lower-level reading comprehension quiz**. We form these quizzes based on state assessments. Quizzes includes four to six selected-response questions and one to 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: THE LAZY EDITOR

| Description of Feature  | Skills   | Differentiation   | Assessment   | Standards   |
|---|--|---|--|---|
| <p>The Lazy Editor is a short and fascinating nonfiction article that serves as a mentor text for developing grammar and editing skills.</p> <p>This activity works as a fantastic stand-alone exercise or a targeted mini-lesson to kick off a writing workshop.</p> <p><b>Suggested Time:</b><br/>1 day</p> | <p>The article and activity build foundational grammar skills such as:</p> <ul style="list-style-type: none"> <li>• Possessives</li> <li>• Commas</li> <li>• Subject-verb agreement</li> <li>• Pronouns</li> <li>• Run-on sentences</li> <li>• Sentence structure</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul> <p><b>Writing:</b> Students are prompted to write a paragraph using the rules they created for the featured skill.</p> | <p>Can be done as a whole class, a small group, or individual activity, with varied levels of teacher support</p> <p>Reinforcement activities available at Scope Online</p> | <p><b>Formative:</b> Observation, progress on Help the Lazy Editor and Grammar Scavenger Hunt activities</p> <p><b>Performance Tasks:</b><br/>Application of skills to student writing</p> | <p><b>CCSS</b> (and states that have similar standards)*: L.1, L.2, L.3</p> <p><b>TEKS:</b><br/><b>Grade 6:</b> 6.14d, 6.19, 6.20<br/><b>Grade 7:</b> 7.14d, 7.19, 7.20<br/><b>Grade 8:</b> 8.14d, 8.19, 8.20</p> |

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## **PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: THE LAZY EDITOR**

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

### **Preparing to Read**

- Set a purpose for reading by calling attention to the featured skill printed in the upper left corner of the first page.

### **Reading the Article**

- Read the article once through as a shared, guided, or independent reading.

### **Skill Building: Help the Lazy Editor**

- After students read the article, follow the prompts in the “Help the Lazy Editor” box to find sentences within the text that highlight the featured grammar skill. This can be completed as a class, in small groups, or individually.
- After finding mentor sentences containing the featured grammar skill, have students think about the different ways the skill is used. Then have students write some rules for the skill based on their observations.
- Next, using the rules they just created, have students edit the last paragraph of the article, in which the Lazy Editor forgot to fix some mistakes.
- Last, have students write their own paragraph using the featured skill. If using the Lazy Editor as a mini-lesson for writing workshop, students can then apply the featured skill to revising their own compositions.

### **Additional Practice (Optional)**

- Use the **Grammar Scavenger Hunt** activity at Scope Online. In this activity, students mine articles throughout the magazine for more mentor sentences that highlight the featured skill.
- Use an **additional skill reinforcement activity** at Scope Online.

## 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 words that are often confused, such as <i>imply</i> and <i>infer</i>; <i>accept</i> and <i>except</i>; <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><b>Suggested Time:</b><br/>5-15 minutes</p> | <p>The in-magazine activity and online support materials encourage students to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of language</li> <li>• Understand how language functions in different contexts</li> <li>• Make effective choices for meaning or style</li> <li>• Comprehend more fully when reading or listening</li> </ul> | <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><b>Formative:</b> Observation, progress on in-magazine and online activities</p> <p><b>Performance Tasks:</b><br/>Application of skills to student writing</p> | <p><b>CCSS</b> (and states that have similar standards) *: L.3</p> <p><b>TEKS:</b><br/><b>Grade 6:</b> 6.19, 6.21a<br/><b>Grade 7:</b> 7.19<br/><b>Grade 8:</b> 8.19</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, read **Grammar's HINT** (found in the upper right corner of the second page) to introduce or 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 three 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 WRITE IT” DESCRIPTIVE WRITING

| Description of Feature  | Skills   | Differentiation  | Assessment   | Standards   |
|---|--|--|--|---|
| <p>The <b>You Write It</b> feature appears in each issue, alternating among four formats: Descriptive Writing, Poetry, Infographic, Interview.</p> <p>The Descriptive Writing format features a short and not-very-descriptive passage about a fascinating topic. Students follow prompts to make the passage more vivid.</p> <p><b>Suggested Time:</b><br/>1 day</p> | <p>This feature builds the following descriptive writing skills:</p> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Imagery</li> <li>• Figurative language</li> <li>• Author’s craft</li> <li>• Vocabulary</li> <li>• Revision</li> </ul> | <p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Model activity with samples of completed</p> <p><b>You Write It:</b><br/><b>Descriptive Writing</b> activities found at Scope Online</p> <p>Additional modeling with a descriptive writing video found at Scope Online</p> | <p><b>Formative:</b> Observation, progress on activities</p> <p><b>Performance Tasks:</b><br/>Scope passage revision, application to student writing</p> | <p><b>CCSS</b> (and states that have similar standards) *: R.1, W.5, L.3</p> <p><b>TEKS:</b><br/><b>Grade 6:</b> 6.10, 6.14<br/><b>Grade 7:</b> 7.10, 7.14<br/><b>Grade 8:</b> 8.10, 8.14</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” DESCRIPTIVE WRITING**

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

### **Modeling**

- Model the activity with the **“You Write It” Model Text** found at Scope Online.
- Additionally, watch the **Descriptive Writing Video** for the paired-text feature “Killer Smog” from the April 2015 issue of *Scope*, which is full of vivid descriptive writing. In the behind-the-scenes video, author Lauren Tarshis shares her techniques for creating mood, writing with sensory details, and building pictures in her readers’ minds. Have students read the article and watch the video before completing this issue’s **You Write It**. Students can use the activity as a starting point to try out the techniques Lauren mentions in the video.

### **Reading the Passage**

- Read the issue’s passage as a class or independently.
- Notice the words in bold. They are vague—meaning they are not very descriptive.

### **Writing**

- Follow the prompts in the circles to make the writing more vivid. An entry form is available online if students would like to enter their passages into the **You Write It contest**.

## SCOPE AND SEQUENCE: "YOU WRITE IT" POETRY

| Description of Feature  | Skills   | Differentiation  | Assessment   | Standards   |
|---|--|--|--|---|
| <p>The <b>You Write It</b> feature appears in each issue, alternating among four formats: Descriptive Writing, Poetry, Infographic, Interview.</p> <p>The poetry format offers a beautiful poem by a renowned poet and invites students to use the poem as a model text to write their own.</p> <p><b>Suggested Time:</b><br/>1 day</p> | <p>This feature builds the following skills:</p> <ul style="list-style-type: none"> <li>• Poetry analysis</li> <li>• Poetry writing</li> </ul> | <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><b>Formative:</b> Observation, progress on activities</p> <p><b>Performance Tasks:</b><br/>Poetry writing</p> | <p><b>CCSS</b> (and states that have similar standards)*: R.10, W.3</p> <p><b>TEKS:</b><br/><b>Grade 6:</b> 6.4, 6.15b<br/><b>Grade 7:</b> 7.4, 7.15b,<br/><b>Grade 8:</b> 8.4, 8.15b</p> |

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## **PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: “YOU WRITE IT” 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 **You Write It contest**.

## SCOPE AND SEQUENCE: “YOU WRITE IT” INFOGRAPHIC

| Description of Feature   | Skills   | Differentiation  | Assessment  | Standards  |
|--|--|--|---|--|
| <p>The <b>You Write It</b> feature appears in each issue, alternating among four formats: Descriptive Writing, Poetry, Infographic, Interview.</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><b>Suggested Time:</b><br/>1 day</p> | <p>This feature builds the following skills:</p> <ul style="list-style-type: none"> <li>Summarizing</li> <li>Analyzing a visual text</li> <li>Central ideas and details</li> </ul> <p><b>Writing:</b> 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><b>Formative:</b> Observation, progress on activities</p> <p><b>Performance Tasks:</b> Creation of a presentation, video, or essay</p> | <p><b>CCSS</b> (and states that have similar standards)*: R.1, R.7, W.2</p> <p><b>TEKS:</b></p> <p><b>Grade 6:</b> 6.12b, 6.18, 6.19</p> <p><b>Grade 7:</b> 7.12b; 7.18a,c; 7.19</p> <p><b>Grade 8:</b> 8.12b; 8.18a,c; 8.19</p> |

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# **PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: “YOU WRITE IT” 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 **You Write It: 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 supporting 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 Text**

- If your students need additional support, project the **Annotated Model Text** or the **Non-Annotated Model Text** and review 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 **You Write It contest**.

## SCOPE AND SEQUENCE: "YOU WRITE IT" INTERVIEW

| Description of Feature   | Skills  | Differentiation  | Assessment   | Standards   |
|--|---|--|--|---|
| <p>The <b>You Write It</b> feature appears in each issue, alternating among four formats: Descriptive Writing, Poetry, Infographic, Interview.</p> <p>The interview format features a transcript of a Scope editor's interview with an inspiring student. Your students turn the interview into a three-paragraph article.</p> <p><b>Suggested Time:</b><br/>1 day</p> | <p>This feature builds the following skills:</p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Central ideas and details</li> <li>• Paraphrasing</li> <li>• Using quotations</li> </ul> <p><b>Writing:</b> 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 <b>You Write It</b> activities found at Scope Online</p> | <p><b>Formative:</b> Observation, progress on activities</p> <p><b>Performance Tasks:</b><br/>Write an article</p> | <p><b>CCSS</b> (and states that have similar standards)*: R.1, W.2</p> <p><b>TEKS:</b><br/><b>Grade 6:</b> 6.10, 6.14, 6.17<br/><b>Grade 7:</b> 7.10, 7.14, 7.17<br/><b>Grade 8:</b> 8.10, 8.14, 8.17</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” INTERVIEW

**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 Text

- 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 student 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 student’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 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**.