

~> ALL ACTIVITIES PREVIEW <~

HI TEACHERS!

This PDF contains a preview of all the activities that come with this issue of *Scope*. Please note that each activity is designed to be interactive, so your students can complete it on a device.

To get the interactive version of the activities in this preview, simply go to that article's story page and click on the ResourcesTab.

Enjoy!

THE SCOPE TEAM

Name: _____

There or Their?

There and **their** are often confused and misused. Here's what you need to know to use them correctly:

Use **THERE** to refer to a place or to the existence of something.

Examples:

- Anne found her book over **there**, behind the oak tree.
- **There** will be free ice cream at Super Scoops's grand opening.

Use **THEIR** to show possession.

Examples:

- The Goldbergs brought **their** new baby home today.
- The dogs played with **their** tennis balls all afternoon.

Directions: Fill in each blank box with either *there* or *their*. Then write your own sentence using *there* or *their* or both.

1. Megan already left for the party. Lily is meeting her _____ after dinner.

2. Anthony carried the twins' birthday cake, and I carried _____ presents.

3. _____

Directions: Write either *there* or *their* in each blank box in the paragraph below.

Yesterday, my younger sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because they are terrible cheaters. But _____ pleading wore me down, and it was raining, so I agreed. We set up the board on the dining room table, removing Princess, the cat that likes to sleep _____. Then we picked our tiles. The game has only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like _____ tiles. They kept trying to sneak _____ hands into the tile bag for new ones. _____ is not much else to say about the game, except that it went on and on. When it finally ended and my sister Lisa won, I was very ready to get out of _____ !

Name: _____

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

Vocabulary

“Are Those Aliens?”

- 1. extraterrestrial** (ek-struh-tuh-RES-tree-uhl) *adjective or noun*; The prefix *extra* means “outside” and the root word *terra* means “earth.” The adjective *extraterrestrial* means “coming from or existing outside planet Earth.” A rock that astronauts bring back to Earth from another planet is an extraterrestrial rock. Life on other planets is extraterrestrial life.

As a noun, *extraterrestrial* means “a being from outer space.” In other words, an extraterrestrial is an alien.
- 2. frenzy** (FREN-zee) *noun*; If you are in a frenzy, you are in a state of uncontrolled excitement or wild activity. Something is making you so worked up—in a good way or in a bad way—that you aren’t thinking clearly. If you can’t find your phone, you might go into a frenzy, trashing your room as you frantically search for it. A celebrity might do something that causes a social media frenzy, with millions of people posting about the story. This video shows koi fish (also known as carp) in a feeding frenzy.
- 3. microorganism** (mahy-kroh-AWR-guh-niz-uhm) *noun*; An organism is any living thing: a cat, an apple tree, a whale, a spider—any living thing at all. Some organisms, such as bacteria and algae, are very, very small—so small that they can be seen only with a microscope. These tiny organisms are called microorganisms. (The bacteria in this photo are shown as they appear under a microscope.)
- 4. scrutiny** (SCROO-tih-nee) *noun*; Scrutiny is the act of inspecting or examining something very closely, especially to see if there are any problems with it. In this photo, a little boy is subjecting his toy car to scrutiny. If a company has come under scrutiny for the way it treats its workers, the public, reporters, and perhaps government officials are paying close attention to the company and how it treats its workers.

Name: _____

Close-Reading Questions

"Are Those Aliens?"

1. Lewis writes that Arnold found "something so extraordinary that it would forever alter the course of his life—and American history." How did Arnold's experience alter the course of American history? (cause and effect)
2. How does the section "What's Out There?" contribute to the article? (text structure)
3. What role has Area 51 played in the history of UFO sightings in the U.S.? (key ideas and details)

Name: _____

Critical-Thinking Questions

"Are Those Aliens?"

1. In what ways, if any, do you think differently about UFOs after reading this article?
About the existence of extraterrestrial life?

2. In the final lines of the article, Lewis writes, "But [Arnold's] story reveals a deeper truth: Human curiosity is powerful. So too is our imagination. And whatever is waiting out there in the mysterious, wondrous expanse of space, it will take both to find it." What is the power of human curiosity? Human imagination?

3. Do you think it is important to explore space? Explain.

Name: _____

Video Discussion Questions

Beyond the Story: "Are Those Aliens?"

Before reading "Are Those Aliens?"

1. What is the mood (or feeling) of the first segment of the video (:06-:54)? How do the narration, music, and visuals help create this mood?

2. The narrator says, "After all, the universe is huge." What evidence is given throughout the video to support this statement?

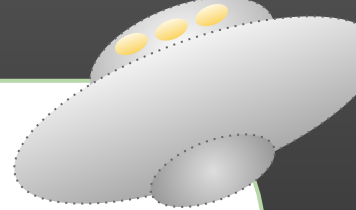
After reading "Are Those Aliens?"

3. Consider the question posed at the end of the video: "Is it possible we will find life on another planet?" What do you think? Explain your answer, drawing on information from the article and video.

Name: _____

EXPLAINING UFOS

Read "Are Those Aliens?" Then fill in the boxes on the following slides with evidence that helps explain UFOs.



Directions: Record evidence from the article that helps explain UFOs in the box.
Then evaluate it below.

Evidence:

This evidence supports the conclusion that UFOs ...



← Drag me!



could be extraterrestrial.



are not extraterrestrial.

Why do you think so? Is this evidence weak or strong?



Evidence:

This evidence supports the conclusion that UFOs... ✓

☐ could be extraterrestrial.

☐ are not extraterrestrial.

Why do you think so? Is this evidence weak or strong?



Evidence:

This evidence supports the conclusion that UFOs... ✓

☐ could be extraterrestrial.

☐ are not extraterrestrial.

Why do you think so? Is this evidence weak or strong?



Evidence:

This evidence supports the conclusion that UFOs... ✓

☐ could be extraterrestrial.

☐ are not extraterrestrial.

Why do you think so? Is this evidence weak or strong?



NOW YOU'RE READY TO WRITE!

The prompt at the end of the article says:
Do you think some UFOs could be extraterrestrial? Why or why not? Use text evidence to support your answer.

CHOICE BOARD

"ARE THOSE ALIENS?"

How can UFOs be explained? Write a poem in response to that question. Use one of the poem titles below, or come up with your own title.

"What's Out There?"
"Secrets in the Desert"
"Saucers Swarm"

Feel free to incorporate words, phrases, or sentences from the article that you find particularly captivating or interesting.

Imagine that Netflix has hired you to create *Are Those Aliens?*, a two-part miniseries that explores:

- Episode 1: The history of UFO sightings in the U.S.
- Episode 2: The search for extraterrestrial life today

Create the title, thumbnail image, and summary for each episode.

Read the article ["The Day We Sent a Message to Aliens"](#) at Scope Online.

Then choose an activity:

- Imagine you are in charge of creating a new Golden Record. Create a playlist of songs, a collection of videos, and/or a slideshow of images you would include in your message.
- Write a short story in which aliens find the Golden Record from 1977.

Do you think some UFOs could be extraterrestrial? Why or why not? Use text evidence to support your answer and write a well-organized paragraph.

Note: This is the contest prompt that appears at the end of the article.

Name: _____

SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a text is about.
It does not include unnecessary details or the opinions of the person writing it.

Directions: Answer the questions below to help you write a summary of "Are Those Aliens?"

1. What is the article mainly about?

2. What significant event does the article use to introduce the topic?

3. What happened as a result of this event?

4. How can this event and others like it be explained?

5. What does the search for answers look like today?

Directions: Write an objective summary of “Are Those Aliens?” Use the information in your answers from questions 1-5. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Are Those Aliens?”

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Name: _____

SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a text is about. It includes only the most important details. It does not include the opinions of the person writing it.

Directions: Fill in the blanks below to complete an objective summary of "Are Those Aliens?"

In 1947, pilot Kenneth Arnold saw _____ in

What did Arnold see?

the skies over Mount Rainier. No one knows exactly what the objects were, but

the sighting _____.

What happened as a result of the sighting?

People debate what UFOs could be. Some believe they have simple explanations

such as _____. Others believe

How do people explain UFOs?

_____. What the story

of UFOs and the public's obsession with them shows is how fascinated we are

by the question of _____. Today, scientists

are looking for _____. They even say

they will _____.

What question has always fascinated humans?

What are scientists looking for?

What do they think they'll find?

Name: _____

EXPLORING TEXT FEATURES

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

Answer the questions below to explore the text features in "Are Those Aliens?"

1. Study the photo and read the headline on pages 4-5, or at the top of the story page at Scope Online. What mood do these features create?

2. Together, what central idea of the article do the photos and captions titled "Spy Planes" and "Cloud or Flying Saucer?" support?

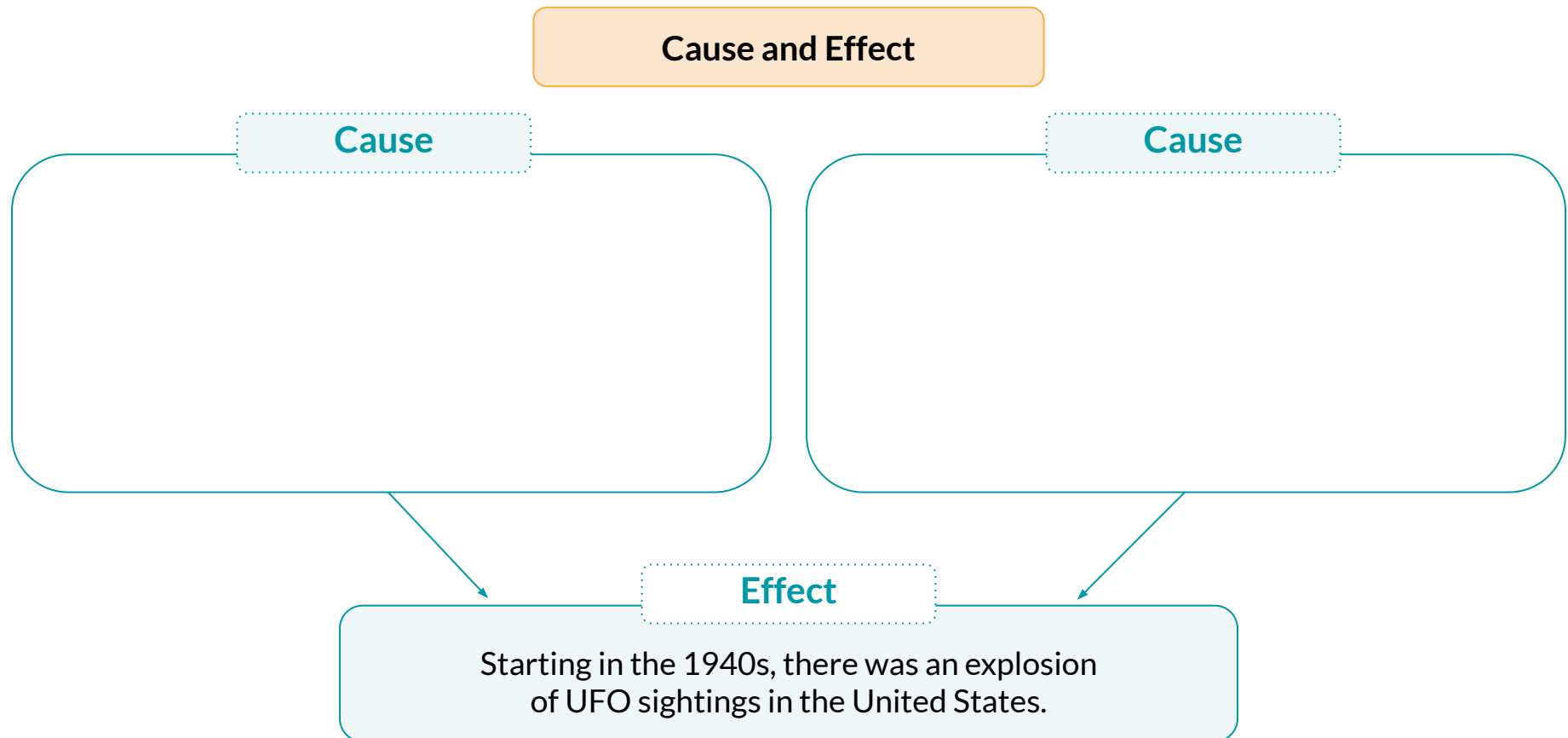
3. Into which section of the article would the information in the timeline "Aliens Through Time" best fit?

4. Consider the subheadings throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS, PROBLEM/SOLUTION

Directions: Read "Are Those Aliens?" Then complete this activity to organize information in the article using text structures.



START HERE!
↓

Sequence of
Events

Follow the arrows to complete a timeline of humankind's fascination with extraterrestrial life. Use details from the article.

Early Humans

1952

1967

15th Century

1947

2014

Late 1800s

1900

?

What does the future hold? Will we find explanations for UFOs? Extraterrestrial life?

Problem and Solution

Problem

Mysterious UFO sightings continue to this day.

Solution

Hint: What has the government done in response to UFO sightings?

Solution

Hint: What are scientists like Michelle Kunimoto doing?

Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS, PROBLEM/SOLUTION

Directions: Read "Are Those Aliens?" Then complete this activity to organize information in the article using text structures.

Cause and Effect

Cause

Hint: What did Kenneth Arnold do after his sighting at Mount Rainier?

Cause

Hint: What was happening at Area 51 starting in the 1940s?

Effect

Starting in the 1940s, there was an explosion
of UFO sightings in the United States.

START HERE!
↓

Sequence of Events

Follow the arrows to complete a timeline of humankind's fascination with extraterrestrial life. Use details from the article.

Early Humans

Early humans think constellations are great and powerful beings.



15th Century

Hundreds of people in Nuremberg, Germany, panic when they wake up one morning to see flying spheres battling in the sky.



Late 1800s



1952

Hundreds in Indiana see flying saucer.



1967



2014



?

What does the future hold? Will we find explanations for UFOs? Extraterrestrial life?

1947



1900



Problem and Solution

Problem

Mysterious UFO sightings continue to this day.

Solution

Hint: What has the government done in response to UFO sightings?

Solution

Hint: What are scientists like Michelle Kunimoto doing?

Name: _____

“Are Those Aliens?” Quiz

Directions: Read “Are Those Aliens?” Then answer the questions below.

1. Which pair of words BEST describes the mood of the introduction?
 - A. intense and terrifying
 - B. regretful and sad
 - C. impatient and annoyed
 - D. suspenseful and mysterious
2. Which lines help create the mood you identified in Question 1? Choose TWO.
 - A. “It was a bright June day in 1947.”
 - B. “He was on his way to Oregon.”
 - C. “We’re talking about aliens.”
 - D. “Something he would come to believe was not of this Earth.”
3. Author Kristin Lewis writes, “The objects didn’t seem to have pilots, though they occasionally darted and flipped.” The words *darted* and *flipped* tell you that the objects
 - A. landed and took off.
 - B. grew smaller and bigger.
 - C. moved slowly and cautiously.
 - D. moved quickly and unusually.
4. The section “Secrets in the Desert”
 - A. helps readers understand what a UFO is.
 - B. explains why scientists are studying UFOs.
 - C. provides one explanation for UFO sightings: Some UFOs were probably military spy planes.
 - D. explains what pilot Kenneth Arnold saw in 1947.
5. What central idea of the article does the sidebar “Aliens Through Time” support?
 - A. People have been fascinated with the idea of aliens for a long time.
 - B. The search for life beyond Earth is extensive and ongoing.
 - C. Some UFO sightings have simple explanations.
 - D. Kenneth Arnold’s UFO sighting played a large role in Americans’ obsession with extraterrestrials.
6. Lewis likely wrote “Are Those Aliens?” to
 - A. introduce readers to Kenneth Arnold.
 - B. explore the history of UFOs in America as well as people’s fascination with life beyond our planet.
 - C. convince readers to start UFO hunting.
 - D. explain what life on other planets might look like.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. What do many UFO sightings have in common? Use text evidence to support your answer.
8. Support the following claim using text evidence: Some UFO sightings have simple explanations.

Name: _____

“Are Those Aliens?” Quiz

Directions: Read “Are Those Aliens?” Then answer the questions below.

1. Which word **BEST** describes the mood of the introduction? (Mood is the feeling a reader gets from a piece of writing.)
 - A. joyful
 - B. impatient
 - C. regretful
 - D. suspenseful
2. Which lines help create the mood you identified in Question 1? Choose **TWO**.
 - A. “It was a bright June day in 1947.”
 - B. “He was on his way to Oregon.”
 - C. “We’re talking about aliens.”
 - D. “Something he would come to believe was not of this Earth.”
3. Author Kristin Lewis writes, “The objects didn’t seem to have pilots, though they occasionally darted and flipped.” The words *darted* and *flipped* tell you that the objects
 - A. landed and took off.
 - B. grew smaller and bigger.
 - C. moved slowly and cautiously.
 - D. moved quickly and unusually.
4. The section “What’s Out There?” helps readers understand that the idea that we might not be alone in the universe
 - A. is a new obsession.
 - B. is silly.
 - C. is not new.
 - D. is incorrect.
5. The sidebar “Aliens Through Time” supports the idea that
 - A. people have been fascinated with the idea of aliens for a long time.
 - B. life beyond Earth exists.
 - C. people’s obsession with aliens is recent.
 - D. people are no longer interested in the idea of aliens.
6. Lewis’s article is mainly about
 - A. Kenneth Arnold.
 - B. the mystery of UFOs.
 - C. Roswell, New Mexico.
 - D. what life on other planets might look like.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. Describe one similarity that exists among the UFO sightings described in Lewis's article. Use text evidence to support your answer.
8. What have some UFOs turned out to actually be? Support your answer with text evidence.

UFO Contest

Do you think some UFOs could be extraterrestrial? Why or why not? Use text evidence to support your answer. Send your work to UFO Contest. Three winners will each get *Stowaway* by John David Anderson.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY February 21, 2022.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

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

Vocabulary

The End of Jimmy Valentine

1. **bittersweet** (BIH-ter-sweet) *adjective*; Something with a bittersweet flavor is both bitter and sweet at the same time. *Bittersweet* can also be used to describe a blend of happy and sad emotions. Watching the final episode of your favorite TV show might be bittersweet if you are sad that there won't be any new episodes but happy with how the show ended.
2. **clemency** (KLEH-muhn-see) *noun*; Clemency is kindness or mercy shown by someone in charge to someone who has done something wrong and could be punished harshly. For example, if Bob breaks the law and the punishment for his crime is five years in prison, a judge could grant him clemency and sentence Bob to only six months in jail. (*Clemency* is often preceded by *grant*.)
3. **dispose** (dih-SPOHZ) *verb*; To dispose of something is to throw it away or get rid of it. After lunch, you dispose of your trash.
4. **embezzlement** (em-BEZ-uhl-ment) *noun*; To embezzle is to steal money you have been entrusted with and use it for yourself, as in "The director of the company was caught embezzling thousands of dollars each month. He was transferring funds from the company's bank account into his own bank account." Embezzlement is the act of embezzling.
5. **feat** (feet) *noun*; A feat is an extraordinary act—an achievement showing courage, skill, or strength.
6. **phoenix** (FEEN-iks) *noun*; A phoenix is a mythical bird that, when it gets old, burns itself to ashes and is then reborn as a young bird—again and again and again. Stories of these birds have been told for thousands of years and still appear today. (Remember Fawkes in Harry Potter?) What these stories have in common is the idea of rebirth—that from endings come new beginnings.
7. **saunter** (SAWN-ter) *verb*; To saunter is to walk slowly and in a relaxed way. You might saunter along a river bank on a beautiful afternoon. You would not saunter out of the school building during a fire drill.

Name: _____

Vocabulary Practice

The End of Jimmy Valentine

Directions: Choose the best answer to each question.

1. Which would more likely be a bittersweet experience?
 - a. graduating from high school
 - b. winning front row concert tickets
 2. Which is an example of clemency?
 - a. Jill is sent to prison for the maximum time possible.
 - b. The president orders that Jack be released from prison early.
 3. Which is more like a phoenix?
 - a. a flowering plant that grows back each year
 - b. a bouquet of cut flowers
 4. Which is a good place to dispose of an empty can?
 - a. a refrigerator
 - b. a recycling bin
-

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

- | | |
|-------------------|------------------------|
| 5. saunter | 7. embezzlement |
| a. hurry | a. stealing |
| b. stroll | b. donating |
| 6. dispose | 8. feat |
| a. preserve | a. failure |
| b. discard | b. achievement |



The End of Jimmy Valentine

Directions: Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Your past determines your future.		
2. People can change.		
3. Everyone deserves a second chance.		
4. It's never too late to start over.		
5. Love can transform a person.		

Name: _____

Close-Reading Questions

The End of Jimmy Valentine

1. In Scene 1, the Warden says, “This is your chance, Jimmy. You’re not a bad fellow at heart. Stop cracking safes and live a better life.” Why is this line important? (text structure)

2. At various moments in the play, Jimmy either pins a rose to or removes a rose from his lapel. Explain the significance of these moments. What causes Jimmy to attach or remove the rose? (inference)

3. At the end of Scene 6, N3 says, “And with that, Ralph Spencer, the phoenix that arose from Jimmy Valentine’s ashes—the ashes left by the flame of a sudden attack of love—goes up to his room.” Explain what this line means. (figurative language)

4. In Scene 9, what does Jimmy think will happen to him when he cracks the safe and rescues Agatha? How do you know? (character, author's craft)

5. At the end of the play, Detective Price calls Jimmy "Mr. Spencer" and pretends not to recognize him. Why does Detective Price do this? (character, inference)

6. Detective Price's exact words to Jimmy at the end of the play are "Guess you're mistaken, Mr. Spencer. Don't believe I recognize you." What is the double meaning to this line? (figurative language)

Name: _____

Critical-Thinking Questions

The End of Jimmy Valentine

1. Do you think Detective Price makes the right choice at the end of the play when he lets Jimmy go?
2. At the end of the play, has Jimmy become an honest man? Why or why not?
3. Think about the expression “you can’t escape your past.” What do you think it means? Was Jimmy able to escape his past? Explain.

Name: _____

WRITING YOUR SCENE

Read *The End of Jimmy Valentine*. Then use this planner to help you write an additional scene for the play.



The prompt at the end of the play says:

Write a scene that takes place 30 years after the end of the play. Jimmy Valentine and Detective Ben Price find themselves on the same train and talk about the choices they made the day Agatha got trapped.

First, let's think about the choices Jimmy Valentine and Detective Price made in Scene 9.



JIMMY VALENTINE

What does Jimmy expect to happen if he cracks open the safe to free Agatha? Why does he do it anyway?

DETECTIVE PRICE

Detective Price calls Jimmy “Mr. Spencer” and pretends not to recognize him. Why does Detective Price do this? How had he felt about Jimmy up to this point?

NOW YOU'RE READY TO WRITE!

As you write your scene, keep the choices you examined on the previous slide in mind. What would these characters say to each other about their *own* choices? About the *other's* choices?

Will your scene reveal any additional information? For example, will it reveal what Jimmy's life is like today? If he ever revealed his past to Annabel and the people of Elmore? It's up to you!

Go to the next slide for scene-writing tips!



~> SCENE-WRITING AND EDITING TIPS <~

- **Use narrators.** Notice how the playwright uses Narrators 1, 2, and 3 to describe the setting and characters' actions.
- **Include actor directions.** This is information the playwright puts in parentheses to let an actor know how to say a line (for example: *woefully, yelling, to himself*).
- **Let it flow.** When you're ready, write a first draft of your scene. Don't worry about making it perfect—treat this more like a free-writing exercise.
- **Read your scene aloud.** Or see if you can gather some friends or family members and read your scene aloud together. Then think about these questions as you edit your scene:
 - Have I expressed as much as possible through dialogue (conversation between characters) rather than narration?
 - How can I say this in a way that is more true to the character who is saying it?

CHOICE BOARD

THE END OF JIMMY VALENTINE

Write a scene that takes place 30 years after the end of the play. Jimmy Valentine and Detective Ben Price find themselves on the same train and talk about the choices they made the day Agatha got trapped.

Note: This is the contest prompt that appears at the end of the story.

Write a short story from Annabel's point of view. How does she react to Jimmy using his tools to release Agatha from the vault? Does she ever find out *everything* about Jimmy's past?

An alter ego is a second identity. Superman is the alter ego of Clark Kent. Sasha Fierce is the alter ego of Beyoncé. Think about Jimmy Valentine and his alter ego, Ralph D. Spencer. Which identity is his true identity? Why do you think so?

Imagine that the play is being turned into a film and you've been hired to make the soundtrack. Make a list of five to seven songs you would include in the soundtrack and why.

Name: _____

MAKING INFERENCES

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

Directions: Read *The End of Jimmy Valentine*. Then fill in the chart below by responding to the prompts that appear in italics.

Clues	Inference
<p>1. In Scene 2, Jimmy fetches his suitcase from his friend Mike:</p> <p>N3: He gazes fondly at the safecracking tools inside and runs his fingers over them.</p> <p>Jimmy: Oh, how I've missed you, my precious friends.</p> <p>N1: He carries the suitcase downstairs, where he takes a rose from a vase of flowers and pins it to his lapel.</p> <p>Mike (<i>seeing the rose</i>): Another job already?</p>	<p><i>What can you infer about Jimmy and the rose? Explain.</i></p>
<p>2. Consider what Jimmy does upon checking into the hotel in Scene 6 after he has just met Annabel:</p> <p>N1: Jimmy picks up his suitcase, his safecracking tools rattling inside.</p> <p>N2: Jimmy remembers the rose on his lapel. He takes it off.</p> <p>Jimmy: Would you be so kind as to dispose of this?</p>	<p><i>What can you infer is Jimmy's reason for throwing away the rose?</i></p>

Clues	Inference
<p>3. Consider Detective Price's interaction with the shopkeeper in Scene 8:</p> <p>Price: Who is the lucky bride? Shopkeeper: Annabel Adams, the banker's daughter. Price: You don't say. Shopkeeper: From the moment she saw him, she never had eyes for another. Same goes for him. He loves that young lady something fierce. Price (to himself): The banker's daughter? Sounds like Jimmy is back in business.</p>	<p><i>What does Detective Price think of Jimmy's marriage?</i></p>
<p>4. Consider how Jimmy responds to Annabel's plea that he open the safe in Scene 9:</p> <p>Annabel: Isn't there anything you can do, Ralph? N3: Jimmy is about to reply when he looks across the room and locks eyes with Detective Price. He turns back to Annabel and gives her a bittersweet smile. Jimmy: Annabel, give me that rose you're wearing.</p>	<p><i>Why does Jimmy give Annabel a bittersweet smile before he frees Agatha?</i></p>
<p>5. At the end of Scene 9, Jimmy offers himself up to Detective Price:</p> <p>N1: Jimmy walks straight to Detective Price. Jimmy: Hello, Ben. Found me at last, eh? Well, let's go. I don't know that it makes much difference now. N2: Detective Price gives Jimmy a long look. Price: Guess you're mistaken, Mr. Spencer. Don't believe I recognize you. N3: And with that, Detective Ben Price leaves and strolls off down the street.</p>	<p><i>Why doesn't Price arrest Jimmy?</i></p>

Name: _____

The End of Jimmy Valentine Quiz

Directions: Read *The End of Jimmy Valentine*. Then answer the questions below.

1. Which set of words best describes how the author characterizes Jimmy Valentine in Scene 1?
 - A. rude and angry
 - B. polite and quiet
 - C. timid and cowardly
 - D. self-confident and bold
2. Which line from the play supports your answer to Question 1?
 - A. N3: A man near the back stands up.
 - B. Warden: This is your chance, Jimmy. You're not a bad fellow at heart. Stop cracking safes and live a better life.
 - C. Jimmy: Me? Why, I never cracked a safe in all my life!
 - D. Warden: You've been pardoned by the governor.
3. In Scene 6, what does Jimmy do that shows he is careful about protecting his identity as a bank robber?
 - A. He checks into a hotel.
 - B. He decides to stay in Elmore.
 - C. He gets rid of the rose on his lapel.
 - D. He won't let the clerk carry his suitcase.
4. What is the main purpose of Scene 7?
 - A. to characterize Jimmy as dishonest
 - B. to show that Jimmy has built a good reputation in Elmore
 - C. to emphasize the importance of Jimmy's shoe store
 - D. to suggest that Mrs. Tatum knows about Jimmy's criminal past
5. In Scene 8, Detective Price says, "The banker's daughter? Sounds like Jimmy is back in business." From this line, you can infer that Price
 - A. wants to warn Annabel about Jimmy.
 - B. believes that Jimmy has changed his ways.
 - C. knows about Jimmy's shoe store in Elmore.
 - D. thinks that Jimmy plans on robbing Annabel's father's bank.
6. In Scene 9, which lines reveal that Jimmy thinks Price will arrest him after he opens the safe? Choose TWO.
 - A. N3: Annabel picks up Jimmy's suitcase.
 - B. N3: He turns back to Annabel and gives her a bittersweet smile.
 - C. Jimmy (to himself): Ten minutes—that's a record.
 - D. N1: Jimmy walks straight to Detective Price.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. What does the rose on Jimmy's jacket symbolize in the play? Use text evidence to support your answer.
8. What are the common elements of O'Henry's stories? How does this story reflect those common elements? Support your response with text evidence.

Name: _____

The End of Jimmy Valentine Quiz

Directions: Read *The End of Jimmy Valentine*. Then answer the questions below.

1. In Scene 1, Jimmy “saunters over” to the warden. Context clues reveal that *saunter* means
 - A. to walk quickly.
 - B. to walk clumsily.
 - C. to walk in a nervous way.
 - D. to walk in a slow and relaxed way.
2. Which line from Scene 1 helps you understand that Jimmy is self-confident and bold?
 - A. **Guard:** The warden would like to speak to you.
 - B. **Guard:** Prisoner number 9762!
 - C. **Jimmy:** Me? Why, I never cracked a safe in all my life!
 - D. **Warden:** This is your chance, Jimmy. You’re not a bad fellow at heart. Stop cracking safes and live a better life.
3. In Scene 6, Jimmy tells the hotel clerk that he’ll carry his own suitcase. You can infer that Jimmy does this because
 - A. he knows the suitcase is heavy.
 - B. he likes to carry his own things.
 - C. he thinks the clerk might put it in the wrong room.
 - D. he doesn’t want the clerk to discover his safecracking tools.
4. In Scene 7, Mrs. Tatum says to Jimmy, “You know we just adore you here.” What is the purpose of this line?
 - A. to characterize Jimmy as dishonest
 - B. to show that Jimmy has built a good reputation in Elmore
 - C. to emphasize the importance of Jimmy’s shoe store
 - D. to suggest that Mrs. Tatum knows about Jimmy’s criminal past
5. In Scene 8, Detective Price says, “The banker’s daughter? Sounds like Jimmy is back in business.” From this line, you can infer that Price
 - A. wants to warn Annabel about Jimmy.
 - B. believes that Jimmy has changed his ways.
 - C. knows about Jimmy’s shoe store in Elmore.
 - D. thinks that Jimmy plans on robbing Annabel’s father’s bank.
6. In Scene 9, which lines reveal that Jimmy thinks Price will arrest him after he opens the safe? Choose TWO.
 - A. **N3:** Annabel picks up Jimmy’s suitcase.
 - B. **N3:** He turns back to Annabel and gives her a bittersweet smile.
 - C. **Jimmy (to himself):** Ten minutes—that’s a record.
 - D. **N1:** Jimmy walks straight to Detective Price.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. Explain why Jimmy Valentine sometimes wears a rose on his jacket and other times does not. Support your answer with text evidence.
8. This play is based on an O. Henry story. O. Henry's stories often have a surprise ending. How is the ending to this story a surprise? Use text evidence to support your answer.

Jimmy Valentine Contest

Write a scene that takes place 30 years after the end of the play. Jimmy Valentine and Detective Ben Price find themselves on the same train and talk about the choices they made the day Agatha got trapped. Send your scene to Jimmy Valentine Contest. Three winners will each get *The Shadow Thieves* by Alexandra Ott.

Entries will be judged on:

- ✓ clarity
- ✓ strength of character development
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY February 21, 2022.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Teachers, read this first:

This is your copy of a *Scope* Google Activity. You can use this as is or customize it to fit your needs. To edit any elements that are locked down, click **Slide** → **Edit master**.

How to Assign This Activity:

- If you're assigning this activity through **Google Classroom**, make sure to select "Make a copy for each student" from the dropdown menu.
- If you're using **Microsoft Teams**, you can also click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity:
 - Click the **Share** button at the top right.
 - Click "**Copy Link**", then paste the URL into an email or assignment (don't share it yet!).
 - At the end of the URL, change the word **edit** to **copy**, like so:

[https://docs.google.com/presentation/d/\[...\]edit?usp=sharing](https://docs.google.com/presentation/d/[...]/edit?usp=sharing)



[https://docs.google.com/presentation/d/\[...\]copy?usp=sharing](https://docs.google.com/presentation/d/[...]copy?usp=sharing)

Don't forget: Delete this slide before sharing the activity with students.

Thank you for teaching with *Scope*!

Analyzing Poetry: “Characters” by Jason Reynolds



Directions: Read the poem as well as the “Meet the Poet” interview. Then answer the questions on the slides that follow.

Click here to
listen to Jason
Reynolds read
his poem.

1. Did reading what Jason Reynolds says about his poem surprise you or make you understand the poem in a different way?

2. In his answer to the first question in “Meet the Poet,” Reynolds talks about how the title of his poem has a double meaning. In your own words, explain what this double meaning is.

3. Reynolds says he is using the word *characters* “to discuss social media and how all of us pretend to be people that we are not.” Do you agree that on social media, we all pretend to be people we are not? Why or why not?

4. What does Reynolds mean when he refers to the “weight” of words?

5. Why would speaking in haiku force us to consider the weight of each word?

What is a haiku?

A haiku is a poem with three lines that follows the 5/7/5 rule: There are five syllables in the first line, seven syllables in the second line, and five syllables in the third line. Here's how the syllables break down in "Characters":

1 2 3 4 5
| i | wish | more | people

1 2 3 4 5 6 7
| spoke | in | haiku; | considered |

1 2 3 4 5
| the | weight | of | each | word |

6. Do you think Reynolds means people should *literally* speak in haiku—in three-line poems that follow the 5/7/5 rule? Explain.

7. Reynolds says that the idea for this poem came from social media. Do you think the poem has a meaning that goes beyond social media? Explain.

Take a moment to look at the illustration that artist Grace Heejung Kim created to go with the poem. Then respond to the questions below and on the next page.

8. Describe what is going on in the illustration.

9. Describe the colors in the illustration.

10. What are some words you would use to describe the mood of the illustration?

11. Do you think the illustration goes well with the poem? Explain why or why not.

Teachers, read this first:

This is your copy of a *Scope* Google Activity. You can use this as is or customize it to fit your needs. To edit any elements that are locked down, click **Slide** → **Edit master**.

How to Assign This Activity:

- If you're assigning this activity through **Google Classroom**, make sure to select "Make a copy for each student" from the dropdown menu.
- If you're using **Microsoft Teams**, you can also click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity:
 - Click the **Share** button at the top right.
 - Click "**Copy Link**", then paste the URL into an email or assignment (don't share it yet!).
 - At the end of the URL, change the word **edit** to **copy**, like so:

[https://docs.google.com/presentation/d/\[...\]edit?usp=sharing](https://docs.google.com/presentation/d/[...]/edit?usp=sharing)



[https://docs.google.com/presentation/d/\[...\]copy?usp=sharing](https://docs.google.com/presentation/d/[...]copy?usp=sharing)

Don't forget: Delete this slide before sharing the activity with students.

Thank you for teaching with *Scope*!

Poetry Writing Planner



Directions: Read the haiku “Characters” by Jason Reynolds. Then follow the directions in this activity to write your own haiku that begins with “I wish.” Use your own paper or document for your writing.

1. Brainstorm

At the top of your paper or document, write “I wish _____.” Then list different ways you could complete that sentence. Don’t worry about writing a poem right now—just get the ideas down as quickly as you can. After all, Reynolds probably didn’t start “Characters” by thinking “I wish more people would speak in haiku.” He probably started by thinking “I wish people would be more careful about what they say.”

Go to the next slide for some some ideas
to jumpstart your brainstorm.

Categories

You can use these ideas to jumpstart your brainstorm.
But write down anything at all that comes to mind!

**things you wish people in
general—or a particular
person or group—would do
more of or less of**

**things you wish for yourself,
such as changes you wish you
could make or things you wish
would happen to you**

**things you wish for a pet or
other animal**

**things you wish everyone—or
a particular person or group
of people—understood**

**things you wish for
someone else**

**things you wish about nature
or the environment**

2. Review and Choose

Read through the list you brainstormed. Which idea stands out as something you really care about and are interested in exploring in a haiku? Choose an idea from your list and star it.



3. “Dump Out” Your Ideas

In “Meet the Poet,” Reynolds says that for him, writing a poem is like working on a jigsaw puzzle—and the first step is to “dump all the pieces out of the box.” So go ahead and dump! This could mean whatever you want it to, but here are some ideas:

Write down words and phrases that come to mind when you think about your topic.

Write ideas for figurative ways you could express your idea (like how Reynolds expresses the idea of wishing people would be careful what they say through the metaphor of wishing people would speak in haiku).

Quickly write a whole bunch of approaches to your haiku until you find one that you want to stick with and work on more.

4. Write Your First Draft

Guidelines:

- ▶ Give your poem a title.
- ▶ Start your poem with the words “I wish.”
- ▶ Follow the rules for writing a haiku. Your poem must have three lines. The first line must have five syllables, the second line must have seven syllables, and the third line must have five syllables.

5. Revise

When you have your first draft...

Read your poem aloud a few times. Is there anything that doesn't feel quite right? That doesn't sound quite right? Sometimes a small change can make a big difference. Keep making changes, big or small, until you're satisfied with your poem.

Haiku Contest

Write your own haiku that begins "I wish." Send your poem to Haiku Contest.
Three winners will each get a \$20 gift card to the online Scholastic store.

Entries will be judged on:

- ✓ creativity
- ✓ strength of descriptive language
- ✓ clarity

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY February 21, 2022.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

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

Vocabulary

"Should We Clone Her?"

1. **biodiversity** (bahy-oh-duh-VUR-sih-tee) *noun*; Biodiversity is the shortened form of *biological diversity*. It refers to the variety of life on Earth. Places with a very large number of different plant and animal species are said to be high or rich in biodiversity. Biodiversity is important for the health of the planet.
2. **conservation** (kahn-ser-VEY-shuhn) *noun*; As it is used in the article, *conservation* refers to the protection of animals, plants, and natural resources. Conservation efforts might include protecting endangered species and using our water supply wisely and responsibly.
3. **controversy** (KAHN-truh-vur-see) *noun*; A controversy is a dispute or an argument that involves many people who strongly disagree about something. A decision about a school's dress code might spark controversy among students. A movie might be the subject of controversy, with some people loving the movie and others believing it is absolutely awful.
4. **embryo** (EM-bree-oh) *noun*; An embryo is an animal in the earliest stages of growth before it is born. A human embryo is a tiny clump of cells in the mother's womb that will eventually grow into a baby. A bird embryo develops inside an egg and will eventually grow into a chick.
5. **ethical** (ETH-ih-kuhl) *adjective*; Ethics (ETH-iks, always plural) is the study of our moral principles—like honesty and fairness—and how they guide our choices and behavior. In other words, ethics deals with ideas about right and wrong, good and bad.

Ethical can mean "related to ethics." Testing medicine on animals raises ethical questions. *Ethical* can also mean "right and good." An ethical person is honest and does what is fair and good.
6. **prone** (prohn) *adjective*; When someone is prone to something, the person is more likely to experience it or be affected by it. For example, people with fair skin are prone to getting a sunburn. Certain areas of the world are more prone to flooding than others.

Name: _____

Vocabulary Practice

"Should We Clone Her?"

Directions: Fill in each blank with the word from the word bank that best completes the sentence.

WORD BANKembryo
ethicalbiodiversity
proneconservation
controversy

1. The two friends agreed to stop discussing the _____ when it began to have a negative effect on their relationship.
2. The group's _____ efforts helped protect many acres of grassland.
3. Home to an incredibly large variety of plants and animals, rainforests are rich in _____.
4. New technology often raises _____ concerns—questions about whether the technology is actually doing more harm than good.

Directions: Choose the best answer for each question.

5. Which starts off as an **embryo**?
 - a. a flower
 - b. a puppy
6. Who is facing an **ethical** decision?
 - a. Ava, who is deciding what haircut to get
 - b. Steph, who is deciding whether to tell a cashier that he gave her too much change
7. Who would more likely be **prone** to sore feet?
 - a. a dancer
 - b. a violinist
8. Which is an example of **conservation**?
 - a. the government banning a fertilizer that is known to harm birds
 - b. a family adopting a dog from an animal shelter

Name: _____

Write An Argument Essay

Directions: Read "Should We Clone Her?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should we clone endangered species?

Consider what you read in the article, as well as your own viewpoints.
Check the box next to the point of view you will argue in your essay.
Or write your own opinion in the space provided.

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the article support your opinion? What other information supports your opinion?
List three supporting details below.

Here's an example: If you think we should clone endangered species, one of your supporting details might be that about 1 million animal and plant species are threatened with extinction.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that we **SHOULD** clone endangered species, summarize the strongest arguments that the author presents against cloning. If you think that we **SHOULD NOT** clone endangered species, summarize the strongest arguments that the author presents in favor of cloning.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe positive or negative results of the cloning of Elizabeth Ann.
- 2. A surprising fact:** Find a fact that will raise your readers’ eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don’t expect an answer): Ask your readers a question that reflects your point of view. Here’s one way you could structure your question: “Is it right to _____?”
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook below.

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Below is the beginning of a summary of the debate over whether we should clone endangered species. Finish it in the space provided.

Scientists are working to clone endangered species like black-footed ferrets. Some people think that this is a good idea and could help save animals on the verge of extinction. Others believe ...

STEP 7: START WRITING

On the next page, you'll find an outline to help you write your essay.

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether we should clone endangered species. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

Now write your supporting points from Step 2.
For each one, write 1-3 sentences that
provide additional details.

You can put your supporting points and detail sentences
together in one paragraph or you can split them
into several paragraphs. It depends on how much
you want to write about each point.

Tip! Order your
supporting points from
weakest to strongest.
Readers will best
remember details that
are presented last.

3

ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument.

Use what you wrote in Step 3.
Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

Write 2-3 sentences to remind your readers
of your main points.

Finish with a strong final sentence.

Need an idea?
Refer to your hook,
find a quote, or give a
call to action.

5

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written.

Name: _____

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

Vocabulary

"The Age of Superheroes"

1. **alter ego** (AWL-ter EE-goh) *noun*; As it is used in the article, *alter ego* refers to another side or version of a person. For example, some singers use an alter ego when they perform.
2. **diabolical** (dahy-uh-BAH-lik-uhl) *adjective*; Something diabolical is extremely evil. *Diabolical* is a strong word. Your sister eating the cupcake you left on the counter with a "DO NOT EAT" sign on it might be obnoxious, but what she did isn't diabolical. A movie villain's plan to take over the world would be considered diabolical—as would the villain.
3. **dominate** (DOM-uh-neyt) *verb*; As it is used in the article, *dominate* means "to have an important or controlling part of something." Top books and songs dominate the charts. If you score a bunch of goals in your soccer game, someone might tell you that you dominated the game.
4. **economic** (ek-uh-NOM-ik) *adjective*; An economy is the system by which goods and services are made, bought, sold, and used in a country or region. Something economic relates to the economy. If more and more tourists start visiting a country and spend money there, that country may experience economic growth.
5. **iconic** (ahy-KON-ik) *adjective*; Someone or something is iconic if it is seen as a symbol, usually of a place or time period. Something or someone that is iconic is also recognizable to many people. The Eiffel Tower is iconic because so many know what it is and think of it as a symbol of Paris, France.
6. **mainstream** (MEYN-streem) *adjective*; If something is mainstream, it is common and widely accepted. An American who dresses in mainstream fashion wears clothes that you could find in every shopping mall in America. Mainstream music is listened to by many people.
7. **prevail** (pree-VEYL) *verb*; To prevail is to make it through something difficult; to be victorious. For example, a family member might prevail against an illness, or a superhero might help good prevail over evil.

Name: _____

Vocabulary Practice

"The Age of Superheroes"

Directions: Choose the best answer to each question.

1. A city might experience economic growth after
 - a. a new business comes to town and hires thousands of people who need jobs.
 - b. thousands of people move out of the city for jobs in other places.
 2. Which show would be considered mainstream?
 - a. a show that airs at 3 a.m. on a local TV channel and that very few people watch
 - b. the most popular show on Netflix
 3. Which could be described as iconic?
 - a. the White House
 - b. peppermint ice cream
-

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

- | | | |
|--|---|---|
| 4. iconic <ol style="list-style-type: none">a. symbolicb. unrecognizable | 6. diabolical <ol style="list-style-type: none">a. responsibleb. wicked | 8. mainstream <ol style="list-style-type: none">a. commonb. rare |
| 5. prevail <ol style="list-style-type: none">a. winb. fail | 7. dominate <ol style="list-style-type: none">a. controlb. exclude | 9. alter ego <ol style="list-style-type: none">a. one's true selfb. one's second self |

Name: _____

Close-Reading Questions

"Superman Becomes a Star"

1. During the 1930s, why did Americans need a hero? (key ideas and details)
2. What made Superman just the hero people needed? (key ideas and details)
3. Author Mackenzie Carro writes that the first issue of *Action Comics* "flew off shelves." What does she mean? (figurative language)
4. Why do you think Jerry Siegel and Joe Shuster chose to give Superman an alter ego? How might this choice have affected the character's popularity? (inference)
5. What effect did Superman have on the comic book industry? (cause and effect)

Name: _____

Close-Reading Question

"Superman Becomes a Star" and "Why We Still Love Superheroes"

1. How has our relationship with superheroes changed since the 1930s? How has it stayed the same? (compare and contrast, synthesis)

Name: _____

Critical-Thinking Questions

"Superman Becomes a Star" and "Why Still We Love Superheroes"

1. Carro writes, "... our news is often dominated by frightening reports. Our world has big problems: disease, injustice, war, natural disasters. It's easy to feel overwhelmed and powerless." Do you ever feel this way? Is there anything that gives you an escape or makes you feel hopeful?

2. Who are your favorite superheroes? Why?

Name: _____

DESIGN YOUR SUPERHERO

Read "[The Age of Superheroes.](#)" Then use this planner to help
you design your own original superhero.

My superhero's name:

What will your superhero look like?

What will their alter ego be? Describe both.

(If you'd like to insert drawings, click Insert>Image in the toolbar.)

What are your superhero's superpowers?

What will they use their superpowers for? What will they fight against?

Why would this superhero be popular today?

NOW YOU'RE READY TO PRESENT YOUR SUPERHERO!

The prompt at the end of the article says:

Design an original superhero. In a format of your choosing, present your character, their superpowers, what they use their superpowers for, and why you think the character would be popular today. Be sure to give your superhero a name.

*TIP! Here are some ideas for how you could present your superhero:
a comic strip, a TV news report, a newspaper article, an interview, or a movie trailer.*

CHOICE BOARD

"SUPERMAN BECOMES A STAR" AND "WHY WE STILL LOVE SUPERHEROES"

Write a poem titled "Ode to Superman."
(An ode is a short poem that praises an individual, an idea, or an event.) In your ode, express why Superman was just the hero America needed in the 1930s and 40s.

Pick your favorite superhero and interview them. Become both the interviewer *and* the superhero! First, write questions for the superhero—about their alter ego, their strengths and weaknesses, their heroic feats, the villains they've defeated, and how they feel about their superpowers.

Then answer the interview questions *as* the superhero. (You can create a video or an audio recording of the interview.)

According to "Why We Still Love Superheroes," superheroes fight for good and reflect our better selves. What kind of superhero would *you* be if *you* had superpowers? What would you fight for? What good would you do for the world? Create a comic strip that illustrates your superhero powers.

Design an original superhero. In a format of your choosing, present your character, their superpowers, what they use their superpowers for, and why you think the character would be popular today. Be sure to give your superhero a name.

Note: This is the contest prompt that appears at the end of the articles.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from "Superman Becomes a Star." We filled in one row for you. You can choose any other two sections from the article to fill in the other two rows.

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
the introduction	Superheroes are a huge part of pop culture today.	<ul style="list-style-type: none"> • Superhero movies and TV shows consistently top the charts. • Audiences of all ages enjoy superhero stories.

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Write a sentence stating the central idea of the whole article:

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart with information from "Superman Becomes a Star." You can choose any three sections from the article.

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Write a sentence stating the central idea of the whole article:

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read “The Age of Superheroes.”
Then complete this activity to practice finding and using text evidence.

1. Drag a  onto the two pieces of text evidence that support the claim below.

Claim

At first, kids were Superman's biggest fans.

Claim

A. "Jerry Siegel and Joe Shuster met at Glenville High School in Cleveland, Ohio."

B. "Superman did not stay confined to paper for long. Soon there was a Superman radio show, which quickly became the most popular children's program on the air."

C. "Both boys worked for their school newspaper, Siegel as a writer and Shuster as a cartoonist."

D. "[Kids] hid Superman comics in their textbooks at school, stayed up late to read Superman by flashlight under the covers, and saved up every penny to buy the latest 10-cent issue."

**2. A. Read the claim and the piece of text evidence that supports it below.
Then find another piece of text evidence that supports the claim.**

Claim

Superheroes are still wildly popular today.

Claim

Text Evidence 1:

“Many characters created during this golden age of comic books are some of the most popular superheroes today, including Superman. Indeed, since his creation nearly 90 years ago, Superman has become a household name in America.”

Text Evidence 2:

2. B. Explain your choice. How does the evidence support the claim?

3. Now it's your turn. In the box below, write a paragraph explaining what makes superheroes relatable.

Tips


- Be sure to include a topic sentence.
- Use at least one piece of text evidence in the form of a direct quote or a paraphrase.
- Explain how the evidence supports your claim.

Your Paragraph

Name:

FINDING AND USING TEXT EVIDENCE

Directions: Read “The Age of Superheroes.”
Then complete this activity to practice finding and using text evidence.

1. Drag a  onto the two pieces of text evidence from “Superman Becomes a Star” that support the claim below.

Claim

At first, kids were Superman’s biggest fans.

Claim

A. “Jerry Siegel and Joe Shuster met at Glenville High School in Cleveland, Ohio.”

B. “Superman did not stay confined to paper for long. Soon there was a Superman radio show, which quickly became the most popular children’s program on the air.”

C. “Both boys worked for their school newspaper, Siegel as a writer and Shuster as a cartoonist.”

D. “[Kids] hid Superman comics in their textbooks at school, stayed up late to read Superman by flashlight under the covers, and saved up every penny to buy the latest 10-cent issue.”

2. A. Read the claim and the piece of text evidence from “Superman Becomes a Star” that supports it below. Then find a piece of text evidence from “Why We Still Love Superheroes” that supports the same claim.

Claim

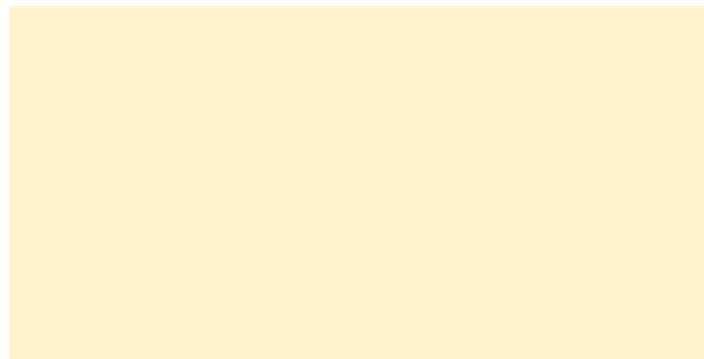
Superheroes are still wildly popular today.

Claim

Text Evidence 1:

“Many characters created during this golden age of comic books are some of the most popular superheroes today, including Superman. Indeed, since his creation nearly 90 years ago, Superman has become a household name in America.”

Text Evidence 2:



2. B. Explain your choice. How does the evidence support the claim?

A large yellow rectangular box with a thin orange border, intended for student response.

Name: _____

“The Age of Superheroes” Quiz

Directions: Read “Superman Becomes a Star” and “Why We Still Love Superheroes” from the December 2021/January 2022 issue of *Scope*. Then answer the questions below.

1. In “Superman Becomes a Star,” author Mackenzie Carro portrays the 1930s as a time of _____.
 - A. prosperity and success
 - B. anxiety and hardship
 - C. opportunity and innovation
 - D. peace and happiness
2. According to “Superman Becomes a Star,” why did Superman become so popular?
 - A. People had more money to spend than they did in the past.
 - B. People had grown tired of reading comic strips in newspapers.
 - C. Superman gave people hope that good could triumph over evil.
 - D. People wanted something to do with their free time.
3. Carro writes, “Many characters created during this golden age of comic books are some of the most popular superheroes today.” Context clues reveal that a “golden age” is a period of time when
 - A. prices are high.
 - B. little progress is made.
 - C. great achievements are made.
 - D. business is slow.
4. Which details would be most important to include in a summary of “Superman Becomes a Star”? Choose TWO.
 - A. Green Lantern battles aliens.
 - B. Superman was the first big superhero.
 - C. Detective Comics shortened its name.
 - D. The success of Superman led to the creation of more superheroes.
5. Consider this line from “Why We Still Love Superheroes”: “How comforting it is to watch a superhero prevent a war or save a city from monsters.” Which line from “Superman Becomes a Star” expresses a similar idea?
 - A. “At the time, most comic books were selling about 200,000 copies.”
 - B. “Superman did not stay confined to paper for long.”
 - C. “What a relief it must have been to read about someone who fought the forces of evil—and always won.”
 - D. “During the Great Depression, one in four Americans lost their jobs.”
6. Both the article and the essay support the idea that comic books
 - A. are popular in Japan.
 - B. may soon lose their popularity.
 - C. can be worth a lot of money.
 - D. give us comfort during tough times.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. In “Superman Becomes a Star,” Carro writes that Superman “was also a hero for the comic book industry.” What does she mean? Support your answer with text evidence from the article.
8. In “Superman Becomes a Star,” Carro writes, “So Siegel and Shuster didn’t just help Americans back in the 1930s. It turns out, they’re still helping us today.” How did Siegel and Shuster help people in the 1930s? How are they still helping us today? Support your answer with details from the article and the essay.

Name: _____

“The Age of Superheroes” Quiz

Directions: Read “Superman Becomes a Star” and “Why We Still Love Superheroes” from the December 2021 /January 2022 issue of *Scope*. Then answer the questions below.

1. In “Superman Becomes a Star,” author Mackenzie Carro characterizes the 1930s as a(n) _____ time.
 - A. exciting
 - B. challenging
 - C. peaceful
 - D. uneventful
2. According to “Superman Becomes a Star,” the public liked Superman comics because they
 - A. were easy to read.
 - B. were based on true events.
 - C. gave them hope and joy.
 - D. were affordable.
3. Carro writes that “Superman has become a household name in America.” She means that Superman is
 - A. old-fashioned.
 - B. enjoyed by children.
 - C. known by most people.
 - D. read only at home.
4. Which details would be most important to include in a summary of “Superman Becomes a Star”? Choose TWO.
 - A. Green Lantern battles aliens.
 - B. Superman was the first big superhero.
 - C. Detective Comics shortened its name.
 - D. The success of Superman led to the creation of more superheroes.
5. “Superman Becomes a Star” is mainly about Superman’s origin, while “Why We Still Love Superheroes” is mainly about
 - A. why we love Black Widow.
 - B. the problems our world faces today.
 - C. why superheroes are important to us.
 - D. the year’s most popular movies.
6. Both the article and the essay support the idea that comic books
 - A. are popular in Japan.
 - B. may soon lose their popularity.
 - C. can be worth a lot of money.
 - D. give us comfort during tough times.

Name: _____

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. In “Superman Becomes a Star,” Carro writes that Superman “was also a hero for the comic book industry.” What does she mean? Support your answer with text evidence from the article.

8. Imagine you were creating a new superhero. According to information in “Why We Still Love Superheroes,” would your superhero be more popular if they had flaws or if they were perfect in every way? Support your answer with text evidence.

My Superhero Contest

Design an original superhero. In a format of your choosing, present your character, their superpowers, what they use their superpowers for, and why you think the character would be popular today. Be sure to give your superhero a name. Send your entry to My Superhero Contest. Three winners will each get *Tristan Strong Keeps Punching* by Kwame Mbalia.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY February 21, 2022.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.
Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____

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

Vocabulary

"My Favorite"

1. **posh** (**posh**) *adjective*; Something that is posh is stylish, elegant, and expensive. Celebrities often wear posh clothes.
2. **smirk** (**smurk**) *noun or verb*; A smirk is a smile that is smug—it's unpleasant and suggests the person is pleased with someone else's misfortune. The smirk on your brother's face when he takes the last slice of pizza might annoy you.

To smirk is to smile in a smug way. A poor sport might smirk at a player on the losing team.
3. **spite** (**spahyt**) *noun*; As it is used in the story, *spite* means "a desire to hurt, annoy, or upset someone, especially because you feel that you've been treated wrongly." *Spite* is often preceded by "out of." If Sam accidentally spills water on Dave, and Dave spills water back on Sam on purpose, Dave spilled his water out of spite.

Name: _____

Vocabulary Practice

"My Favorite"

Directions: Choose the best answer to each question.

1. **For which of the following reasons might someone smirk?**
 - a. They got away with lying.
 - b. They were caught in a lie.

 2. **Which restaurant is posh?**
 - a. Mastro's: known for their fine steaks, seafood, and sushi. Reservation and proper attire required.
 - b. Franks To Go: a beachside hot dog stand with wooden picnic tables, paper plates, and daily 5 hot dogs for \$5 deals. No shoes required.

 3. **Which is an example of something someone might do out of spite?**
 - a. say something unkind about someone
 - b. give someone a compliment

 4. **Which emoji is smirking?**
 - a. 😞
 - b. 😏
-

Directions: Write your own sentence using one or more vocabulary words from Page 1.

5. _____
- _____
- _____

Name: _____

STORY PLANNER

Directions: Read "My Favorite." Then jot down ideas in this graphic organizer to help you plan your own short story.

→ THE SETTING ←

Where and when does your story take place?

→ THE CHARACTERS ←

Who appears in your story?

→ THE CONFLICT ←

What does the main character want? What obstacle is in their way? Will the conflict be resolved?

→ THE PLOT ←

Jot down ideas about what happens to create an outline or mini summary of the events in your story.

BEGINNING:

MIDDLE:

END:

→ THEME ←

What broader topic is your story about (for example, friendship, forgiveness, betrayal, revenge)? What will your story say about that topic?

Name: _____

REPETITION

Repetition is a literary device in which a word, phrase, or sentence structure is intentionally repeated two or more times in a piece of writing or speech.

Examples of Repetition

In Poetry:

"To the tintinnabulation that so musically wells
From the **bells, bells, bells, bells,**
Bells, bells, bells—
From the jingling and the tinkling of the **bells.**"
—Edgar Allan Poe, "The Bells"

In Prose:

"And for the first time, I have a **plan.** A **plan** that isn't motivated by the need for flight or evasion. An offensive **plan.**"
—Katniss Everdeen in *The Hunger Games* by Suzanne Collins

In a Speech:

"That this nation, under God, shall have a new birth of freedom—and that government of the **people,** by the **people,** for the **people,** shall not perish from the Earth."
—Abraham Lincoln, "The Gettysburg Address"

Think about the effect of the repetition in the examples above.
Why might each writer have chosen to use repetition the way they did? For some ideas, go to the next page.

Effects of Repetition

Repetition can **create rhythm and musicality**, making something more interesting or pleasant to listen to or read.

Repetition can **create patterns**, making something clear and easy to follow.

Repetition can **call attention** to an idea, object, or theme, highlighting its importance.

Repetition can **make something memorable**.

Do these effects give you any new ideas about the repetition in the examples on the first page?

Go to the next page to find and analyze examples of repetition in "My Favorite."



Directions: Read “My Favorite.” Then complete the graphic organizer below.

Repeated word, phrase, or sentence structure	Effect of this repetition

My Favorite Contest

Write a short story that uses repetition. You may use characters from this story or invent your own characters. Send your story to My Favorite Contest. Three winners will each get *Well, That Was Awkward* by Rachel Vail.

Entries will be judged on:

- ✓ creativity
- ✓ understanding of repetition
- ✓ clarity
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

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Name: _____

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

Vocabulary

"The Happiness Challenge"

- 1. intrinsic** (in-TRIN-zik) *adjective*; *Intrinsic* means "coming from within" or "belonging to the essential nature of something." If you write poetry for the intrinsic happiness it brings you, you write poetry because it is personally rewarding for you. In other words, you do it for the satisfaction it brings you—not because of any outside pressure or reward—such as praise or a good grade.
- 2. mindset** (MAHYND-set) *noun*; Your mindset is your mental attitude. Your mindset influences how you think, feel, and behave in any situation. For example, if Bob embraces challenges and persists in the face of setbacks, while Joe avoids challenges and gives up easily, you could say Bob and Joe have different mindsets.

Practice

- 1. Kai just won a chess tournament. Which is an intrinsic reward for his efforts?**
 - a. the giant trophy he received
 - b. all the new things he learn while playing
- 2. Which pair of words are most similar in meaning to mindset?**
 - a. knowledge, accomplishments
 - b. outlook, perspective
- 3. Describe an activity that brings you intrinsic joy.**
- 4. Pick a character from a favorite book or TV show. Describe that character's mindset.**

Name:

THE SHORT WRITE KIT



Directions: Read "The Happiness Challenge." Then complete this activity to help you write a short response to the article.

Step 1: WRITE YOUR CLAIM

Write one sentence stating your claim.
Your claim should do two things:

- Echo the question in the prompt.
- Answer the question in the prompt.



Prompt:
How can simple daily habits affect your mood?



*We started
you off by
echoing the
question.*

Your claim:
Simple daily habits can affect your mood

*Finish the
sentence by
answering the
question in the
prompt.*

Step 2: FIND YOUR TEXT EVIDENCE

A. Scan the article to find details that helped you answer the question.

B. In **at least two** of the Text Evidence boxes, write a detail that you identified. You can:

- directly quote the author,
- put the information in your own words, *or*
- do a bit of both.

C. Write commentary for each piece of text evidence. This can be:

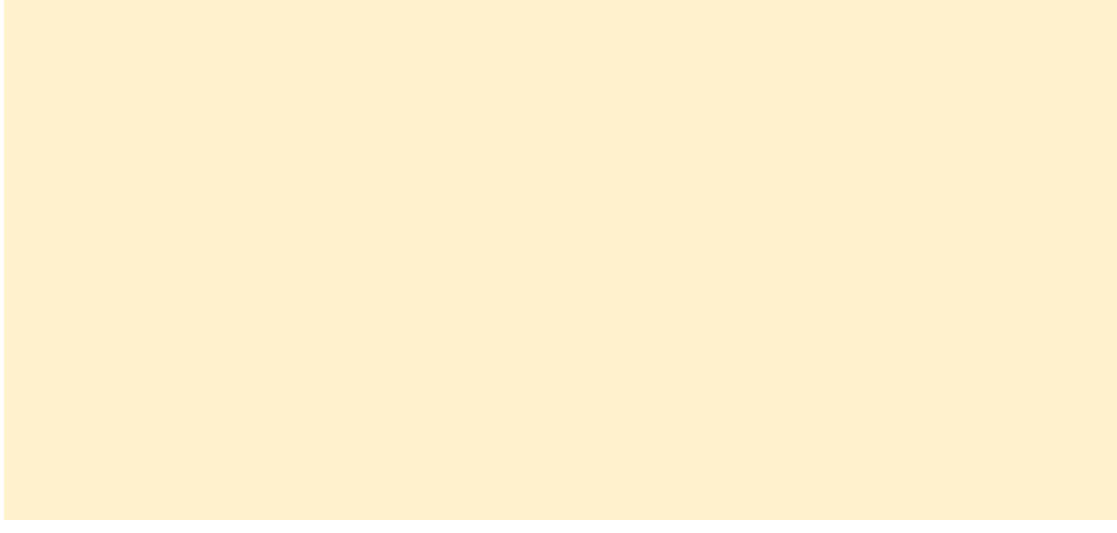
- an explanation that helps your reader better understand your text evidence,
- a statement that adds emphasis to your evidence, *or*
- a personal comment or reaction.

Text Evidence 1

Commentary



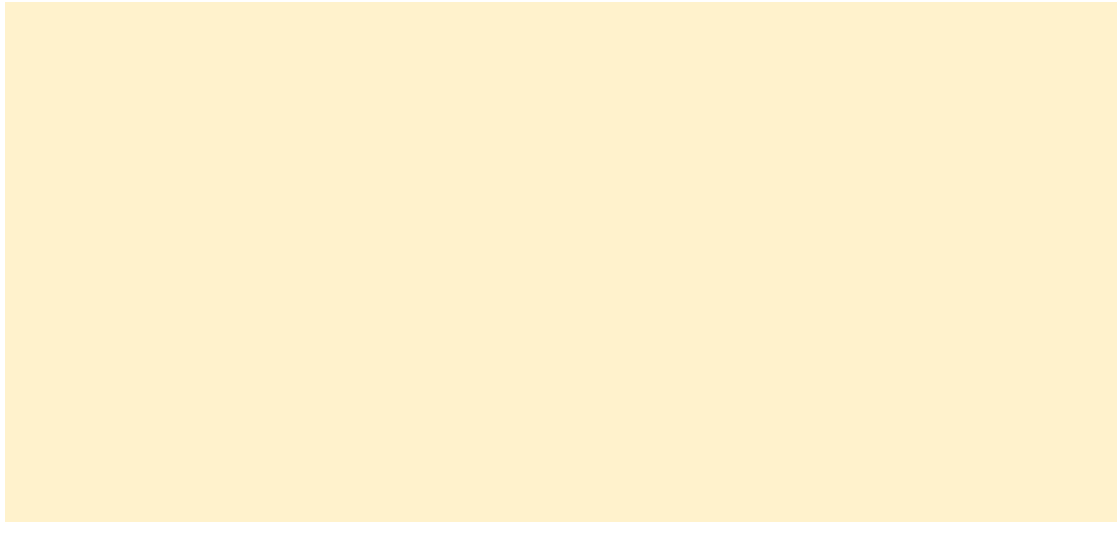
Text Evidence 2



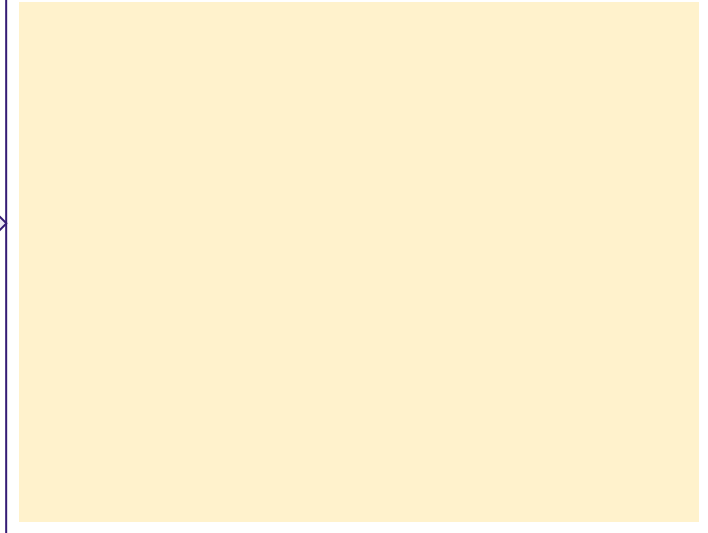
Commentary



Text Evidence 3



Commentary



Step 3: WRITE YOUR PARAGRAPH

Start with your claim.

Present your first piece of text evidence.
Be sure to cite where it's from. Here's one way
to do it: As Krystnell Storr-Smith explains in her
article "The Happiness Challenge,"
_____.

(Finish the sentence with your text evidence.)

Give your commentary for your first piece of
text evidence.

Present your other piece(s) of text evidence.
Make it clear that you are giving information
from the article. To do this, you can use phrases
like "according to the author."

Follow each piece of evidence with your
commentary.

Finish with a concluding sentence that sums
everything up.

Name: _____

“The Happiness Challenge” Quiz

Directions: Read “The Happiness Challenge.” Then answer the questions below.

1. Which best describes the author’s tone in the introductory paragraph?
 - A. intense
 - B. disapproving
 - C. lighthearted
 - D. worried
2. The author writes, “You might think it would take something big, like a million bucks, to radically improve your mood.” By *radically*, the author means
 - A. drastically.
 - B. quickly.
 - C. permanently.
 - D. slightly.
3. The author writes that making your bed “helps you organize your space and gives you a sense of productivity—in about the same amount of time it takes to brush your teeth.” She includes the detail about brushing your teeth to
 - A. encourage readers to brush their teeth.
 - B. suggest when readers should make their beds.
 - C. show how important it is to make your bed every day.
 - D. emphasize how little time it takes to make your bed.
4. According to the article, physical activity can help you _____. Choose TWO.
 - A. relieve stress
 - B. make friends
 - C. feel more motivated at school
 - D. sleep better
5. Which statement best expresses the central idea of the article?
 - A. Exercise is good for both your body and your mind.
 - B. It’s important to take screen breaks.
 - C. Last year was a challenging year.
 - D. Adopting certain simple daily habits can improve your mood.
6. Which claims can be supported by information in the article? Choose TWO.
 - A. Forming new habits can be difficult to do.
 - B. You have the ability to change your mood.
 - C. Connecting with other people is important.
 - D. The ability to find humor in everyday life is a useful skill.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

7. The article says that both Emmanuella and Daniel plan to keep their new happiness habits. Why do you think they want to stick with their new habits? Support your answer with text evidence.

Name: _____

“The Happiness Challenge” Quiz

Directions: Read “The Happiness Challenge.” Then answer the questions below.

1. Consider the first line of the article: **“2021 was a year.”** The author means that **2021 was a(n) _____ year.**
 - A. exciting
 - B. comforting
 - C. challenging
 - D. boring
2. The author explains that **“Emmanuella channeled her creativity by writing poetry.”** *Channeled* most closely means
 - A. expressed.
 - B. showed off.
 - C. got help with.
 - D. learned about.
3. The author writes that **making your bed takes about as long as brushing your teeth.** Why does she include this detail?
 - A. to encourage readers to brush their teeth
 - B. to suggest that readers make their beds before they brush their teeth
 - C. to explain how making your bed makes you feel
 - D. to emphasize how little time it takes to make your bed
4. According to the article, physical activity can help you _____. Choose TWO.
 - A. relieve stress
 - B. make friends
 - C. avoid getting sick
 - D. sleep better
5. The purpose of this article is to
 - A. describe what happiness is.
 - B. convince readers to get more organized.
 - C. compare two teens’ daily routines.
 - D. inform readers about what they can do to be happier.
6. Which claims can be supported by information in the article? Choose TWO.
 - A. Forming new habits can be difficult to do.
 - B. You have the ability to change your mood.
 - C. Connecting with other people is important.
 - D. The ability to find humor in everyday life is a useful skill.

Name: _____

Constructed-Response Question

Directions: Write your answer in the space provided or use your own paper or document.

7. In the article, the author quotes Daniel as saying, “The challenge made me notice my impact on other people and realize that it makes me happy to make other people happy.” Which of the five happiness habits helped Daniel understand this? Explain.

Name: _____

YOU WRITE IT

A STEP-BY-STEP WRITING PLANNER

Directions: Read the interview
“Teens’ Invention Keeps Drivers Safe.”
Then complete this activity to plan your article.

1.

Write the central idea, in your own words. The headline gives you a clue about the central idea of the interview and what the central idea of your article should be.

2.

Paraphrase each question and answer. Write in the third-person point of view (using *he*, *she*, or *they*). We did the first question-and-answer for you.

Q-and-A No. 1:

Laya Yalamanchili and Satvik Dasari invented a device called HydroAlert because a person drowned at a low-water crossing in their neighborhood in Austin, Texas. Laya and Satvik wanted to create something that would help prevent future tragedies.

Q-and-A Nos. 2 and 3:

Q-and-A Nos. 4 and 5:

Q-and-A No. 6:

Q-and-A No. 7:

Q-and-A No. 8:

3.

Choose two direct quotes to use in your article. A direct quote is another person's exact words. When choosing your quotes, think about what you really want your readers to hear in Laya, Satvik, or Kaavya's own words. What will be the most powerful and effective?

REMEMBER!

Put direct quotes in quotation marks. Make it clear who is saying them.

Direct Quote 1:

Direct Quote 2:

4.

Put it all together. Write your three-paragraph article in your own document. Use the following as a guide to help you organize your article.

FIRST PARAGRAPH

Your first sentence should grab your reader's attention. You could state something surprising, interesting, or moving.

Your first paragraph should also let readers know what the article is going to be about. In other words, present the central idea of the article.

BODY PARAGRAPHS

In 1 to 3 paragraphs, explain who Laya, Satvik, and Kaavya are and how they are protecting drivers. Include the most important ideas presented in the interview. Use the summaries you wrote in Step 2 to help you.

Don't forget to include at least one of the quotes you chose in Step 3.

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.

TIPS


WRITING TIPS

- ➡ Use transition words and phrases so your ideas flow smoothly from one to the next.
- ➡ Vary the lengths and structures of your sentences to keep your writing lively.
- ➡ Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft.
- ➡ Proofread your second draft, checking for any errors in spelling, punctuation, and grammar.

You Write It Contest

Read our interview with three teens who are protecting drivers from flash floods. Choose a central idea and write a three-paragraph article based on the interview. Be sure to use quotes from our interview. Send your article to You Write It Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ a clear central idea and supporting evidence
- ✓ organization
- ✓ use of quotations
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY February 21, 2022.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

First-Line Fiction Contest

Read page 32 of the December 2021/January 2022 issue of *Scope*. Pick one of Sayantani DasGupta's three story starters and write an original fiction story. If DasGupta picks YOUR story as the winner, you will get \$100, your teacher will get a free subscription to *Scope*, and your whole class will get DasGupta's fantastic novel *The Serpent's Secret*.

Entries will be judged on:

- ✓ character/plot/setting development
- ✓ length (800-3,000 words)
- ✓ vivid descriptions
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY March 14, 2022.

**Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

Name: _____ Date: _____

FIRST-LINE CONTEST: A CHECKLIST FOR WRITERS

<input type="checkbox"/>	<p>REVISION I have revised my story at least once, paying attention to word count, style, and development of plot and/or character.</p>	<p>What I did when I revised my story:</p> <div style="background-color: #fff9c4; height: 180px; width: 100%;"></div>
<input type="checkbox"/>	<p>GRAMMAR I have checked grammar, spelling, and punctuation.</p>	<p>Here are a few mistakes I fixed:</p> <div style="background-color: #fff9c4; height: 180px; width: 100%;"></div>
<input type="checkbox"/>	<p>PROOFREADING I asked someone to proofread my story.</p>	<p>The person who proofread my story:</p> <div style="background-color: #fff9c4; height: 30px; width: 100%;"></div>
<input type="checkbox"/>	<p>WORD COUNT My story is between 800 and 3,000 words.</p>	<p>My final word count:</p> <div style="background-color: #fff9c4; height: 30px; width: 100%;"></div>