

Megalodon vs. Great White

It was an epic battle. And you'll never guess who won!

About the Story

Learning Objective: to practice using the commonly confused words *than* and *then*

Featured Skill: grammar, usage, and mechanics

Standards:

The article and its suite of support materials support this Common Core Anchor Standard: L.1

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Text-to-speech

Video:

- Grammar Hack: *Then* or *Than*?

Activities to print, project, or share digitally:

- Than or Then: Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Watch a Video

- Watch **Grammar Hack: *Then* or *Than*?**, a short animated video with tips about how to use these commonly confused words.

Set a Purpose for Reading

- Direct students' attention to the directions and the hint box on page 2 or at the top of the digital story page. Read each aloud.

2. Read and Discuss (10 minutes)

- Have students read the three boxes of text independently or with a partner, circling the correct word in each bolded pair. Optionally, share the interactive version of this article with students, which contains drop-down menus. Then discuss the answers.
- Find an additional skill-reinforcement activity in your Resources tab: ***Than* or *Then*?: Anchor Chart and Practice Activity**.

3. Write (5 minutes)

- Have students practice using this grammar skill in context. Project this Exit Ticket prompt on your board for students to respond to on a sticky note before they leave class:

Answer these two questions, using *then* or *than* in your responses:

- What do you do to get ready for bed?
- Which do you like better: pizza or tacos?

Lost in Death Valley

A story of disaster and survival in the hottest place on Earth

About the Story

Lexile® Measure 840L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to identify key ideas and details in a narrative nonfiction article

Featured Skill: key ideas and details

Additional skills covered in this lesson plan: author's craft, text structure, inference

Essential Questions:

- How can we make good decisions in challenging situations?
- What does it take to survive?
- Who's in charge: humans or nature?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, W.2, SL.1, SL.2, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Author read-aloud
- Text-to-speech
- Vocabulary

Video:

- Behind the Scenes

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings

from the Scope archives:

- "Disaster in Space"
- "Stranded at Sea"
- "Trapped in a Cave"
- "Disaster on the Ice"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Video Discussion Questions
- Close Reading and Critical Thinking Questions
- Featured Skill: Key Ideas and Details
- Choice Board
- **Core Skills Workout:** Summarizing*, Text Features, Text Structure*, Nonfiction Elements
- Writing Spotlight: Descriptive Writing
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 minutes)

Watch the Video (10 minutes)

- Watch the **Behind the Scenes** video, which will introduce students to Death Valley and offer insights into the writing process. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *addled, crude, geological, inferno, notorious, oppressive, perils, reclassified*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 5 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version or the Spanish version of the article.*) Optionally, have students listen to author Kristin Lewis read her article aloud while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following **Close-Reading and Critical-Thinking** questions, also located in the Resources tab.

Close-Reading Questions

(25 minutes)

The following questions can be shared in printable or interactive form.

1. **What is the mood of the first paragraph? How does author Kristin Lewis create this mood?** (author's craft) *The first paragraph has a dire mood—that is, a mood of desperate urgency. Lewis vividly describes Death Valley as a place of danger. The phrases “hottest place on Earth,” “sucks the air out of your lungs,” and “scorches the bottoms of your feet” show the intensity of the environment. By stating that at least one person dies in Death Valley each year, Lewis emphasizes the danger of the place.*
2. **The author calls Death Valley a place of “devastating extremes.” Which details support this description?** (key ideas and details) *Death Valley has extreme land features and temperatures. Lewis writes, “Rocky snowcapped mountains jut thousands of feet into the sky, while vast salt flats and sand dunes sizzle in the sun on the valley floor below.” In fact, the lowest point in North America is located in Death Valley’s Badwater Basin at 282 feet below sea level. The temperature can rise to more than 120 degrees in the summertime, with a record of 134. And the desert is drier than dry; Lewis writes, “It’s so bone-dry that corpses don’t rot; they shrivel into mummies.”*
3. **What factors contributed to the women getting lost?** (key ideas and details) *The women took a wrong turn, likely at Teakettle Junction; small roads, which you can infer they were on, were not on their map; their GPS was ineffective because Death Valley is so remote; everything looked the same, so they couldn’t find their way back.*
4. **The section “Terribly Wrong” includes little description of the women’s feelings, yet their emotions are easy to detect. How does Lewis achieve this?** (author's craft) *By describing the situation the women were in, the author makes it possible for the reader to infer their feelings. For example, she writes, “They drove. And drove. And drove,” on separate lines to evoke the frustrating and scary feeling of becoming lost. Lewis also describes the GPS giving the women what turn out to be incorrect instructions “with cool certainty.” You can infer how frustrated and alarmed the women must have felt to realize they could not trust the calm voice of their GPS. Lewis also provides details that make it easy for the reader to imagine being in the women’s position as their car “sputtered to a stop” under a dark sky full of stars—the reader can infer how isolated and frightened the women must have felt.*
5. **In the section “One in a Million,” why does the author include the paragraph that starts “The human body is not made to withstand . . .”?** (text structure) *This paragraph provides information about the effects of heat on the body. This helps readers understand what Donna, Gina, and Jenny were going through physically and just how much danger they were in.*

6. **What can you infer about how the three women helped one another survive?** (inference)
You can infer that the women helped one another survive by working as a team and by offering one another encouragement. Gina went to look for signs of life while Donna and Jenny gathered pine needles and cacti. Gina convinced her mother to try starting the car again. Donna cared for Gina when she got sick with dehydration and exhaustion. None of them gave up.
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **What role did luck play in the women's survival? What choices did they make that also helped them survive?** *The women were lucky that their car started again the morning after it had stopped, and that they found a campsite, which provided enough food, water, and shelter to keep them alive. They were lucky that Tyler Johns and Scott Steele decided to make one more pass in their helicopter before giving up. The women also took numerous steps that helped them survive. Donna had stocked the car with supplies, showing that she knew to plan for the unexpected. They gathered nutrient-rich pine needles. They also left their car in the road so it could be seen, which helped Johns and Steele find them.*
2. **What crucial role did other people play in helping the women to survive?** *The women would not have survived if not for the intervention of people outside Death Valley. Donna's daughter Sky suspected something was wrong and managed to figure out that her mother had been at Scotty's Castle, Death Valley. Sky contacted the California Highway Patrol, which ultimately found and saved the women.*

3. Write About It: Key Ideas and Details (45 minutes)

- Have students complete the **Featured Skill Activity: Key Ideas and Details**. This activity prepares them to respond to the writing prompt on page 10 in the printed magazine and at the bottom of the digital story page:

Survival stories often demonstrate the power of resilience and problem-solving. How did these traits help the women survive in Death Valley? Answer in a well-organized essay. Use text evidence.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine,

differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

4. Writing Spotlight: Descriptive Writing

(15 minutes)

- Project the **Writing Spotlight: Descriptive Writing** activity, available in the Resources Tab, on your whiteboard for a mini-lesson on descriptive writing, using mentor sentences from the article. Read and discuss Slides 1-4 as a class. Answers should be similar to:
 - *Slide 2: hot and dry; “hottest place on Earth,” “searing heat,” “sucks the air,” “scorches,” “bone-dry,” “shrivel into mummies,” “extreme,” and “inferno”*
 - *Slide 3: Details about Death Valley’s effects on the human body are missing from Ed’s version. Lewis likely started her article the way she did to impress upon readers just how dangerous of a situation the three women were in. Plus, Lewis’s description evokes an emotional reaction that Ed’s version does not.*
 - *Slide 4: The passage on the left contains greater detail and more evocative writing. Lewis uses verbs and details to bring the scene she is describing to life in a way the passage on the right does not. For example, the passage on the left says “Rocky snowcapped mountains jut thousands of feet into the air,” while the passage on the right says “It has mountains.”*
- Have students complete the You Try It on Slide 5 on their own. Then ask volunteers to share their sentences.
 - *Answers will vary. Possible answer: “And then they saw it—a splash of glorious green in a sea of desolate brown. It was a stand of trees off in the distance. In fact, they’d glimpsed the same trees the previous day, after they’d lost their way.”*

Support for Multilingual Learners

These questions are designed to help students respond to the text at a level that’s right for them.

Yes/No Questions

Ask students to demonstrate comprehension with a very simple answer.

1. Is Death Valley a hot place? *Yes, it is.*
2. Is Death Valley National Park a popular place to visit? *Yes, it is.*
3. Did Gina, Donna, and Jenny reach the Racetrack? *No, they didn’t.*
4. Did the women’s GPS help them find their way out of the park? *No, it didn’t.*
5. Did the women survive? *Yes, they did.*

Either/Or Questions

Encourage students to use language from the question in their answer.

1. Is it better to visit Death Valley in the summer months or the winter months? *It is better to visit Death Valley in the winter months.*
2. Is Death Valley a dry place or a rainy place? *Death Valley is a very dry place.*
3. Who alerted CHP about the missing women, Sky or Lizard Lee? *Sky alerted CHP about the missing women.*
4. Did CHP search for the women using a helicopter or a car? *CHP searched for the women using a helicopter.*
5. Did the women spend three hours in the wilderness or three nights in the wilderness? *The women spent three nights in the wilderness.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why is it important to bring a paper map on any wilderness adventure? *Devices that have GPS, like our phones and the women's vehicle in the story, don't always work in remote places or places with a lot of trees and mountains.*
2. What is one thing that helped the women survive? *The women found a campsite that provided food, water, and shelter.*

Language-Acquisition Springboard: Learn words related to hot temperatures.

Review and discuss words related to hot temperatures used in the article. These words are often used when talking about cooking or fire:

- sear ("searing heat")
- scorch ("scorches the bottoms of your feet")
- sizzle ("sand dunes sizzle")
- burn ("the ground burned their feet")
- blaze ("a blaze of stars lit up the night sky")

Additional words not in the article:

- boil
- bake
- blister
- steam
- scald

Other survival stories from the Scope archives:

- Narrative Nonfiction: ["Disaster in Space"](#)
- Narrative Nonfiction: ["Stranded at Sea"](#)
- Narrative Nonfiction: ["Trapped in a Cave"](#)
- Drama: [Disaster on the Ice](#)

The Legend of Sleepy Hollow

A classic story about rivalry and superstition

About the Story

Lexile® Measure 800L (captions only) For qualitative complexity factors, go to [Scope Online](#).

Learning Objective: to make an inference about the fate of Ichabod Crane

Featured Skill: inference

Additional skills covered in this lesson plan: mood, foreshadowing, character, literary devices, setting, figurative language

Essential Questions:

- How do authors develop characters?
- How do legends reflect history?
- What makes ghost stories enjoyable?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to [Scope Online](#).



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Text-to-speech
- Vocabulary

Slideshow:

- Vocabulary

Connected readings from the Scope archives:

- Special Collection: Stories for Halloween

Activities to print, project, or share digitally:

- Vocabulary: Definitions
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Inference
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 minutes)

Do Now: Journal (5 minutes)

- Project the following journal prompt below your whiteboard:

What is a superstition? List as many examples of superstitions as you can think of. Where do you think superstitions come from? Are you superstitious?

- Invite students to share their responses. (*Sample response: A superstition is a belief that has no reasonable or scientific evidence of being true. Superstitions might result from ignorance, fear of the unknown, or trust in magic. Examples of superstitions include the belief that bad luck can be caused by walking under a ladder, having a black cat cross your path, or breaking a mirror. Answers to the final question will vary.*)

Preview Vocabulary (10 minutes)

- Project the **Vocabulary Slideshow** on your whiteboard. Review the definitions and complete the activity as a class. The audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Highlighted words: *brooding, gangly, laden, musket, rickety, tethered, thicket*.

2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 12 or at the top of the digital story page.
- Assign parts and read the play aloud as a class.
- Divide students into groups to discuss the following **Close-Reading and Critical-Thinking Questions**, which are also located in the Resources tab.

Close-Reading Questions

(25 minutes)

The following questions can be shared in printable or interactive form.

1. **Describe the mood of Scene 1. Which details help create this mood?** (mood) *The mood is spooky, eerie, etc. Details that help create the mood include the rickety bridge; ducks squawking; the silver sky; the phrase "hauntings and superstitions"; the title of Ichabod's book, A History of Witchcraft; and the comments about the Wailing Widow.*
 2. **At the end of Scene 1, why does Ichabod look up? How does this moment foreshadow what is to come?** (inference, foreshadowing) *Ida and Martha have just told Ichabod that the Wailing Widow shrieks when a storm is coming. You can infer that Ichabod looks up to see if a storm is indeed coming. It is: The sky is darkening. Ichabod shivers. This foreshadows that something bad is going to happen to Ichabod.*
 3. **Using details from the play, compare Ichabod's and Brom's appearances. What does the contrast in their appearances suggest about the differences in their personalities?** (character) *Ichabod is tall, thin, and awkward. In Scene 1, Knickerbocker describes him as "very tall, with long arms and hands that dangled a mile out of his sleeves." In Scene 4, as Ichabod dances, "his long limbs fly around the room like an octopus in a tornado," which shows his awkwardness. Brom, on the other hand, is large and powerful. In Scene 3, Ichabod says, "Brom's neck is the size of my waist." In Scene 4, Brom is described as being "so broad-shouldered that he must turn sideways to fit through the door." These descriptions suggest that Brom is confident and unshakable, while Ichabod is weak and bumbling.*
 4. **In Scene 5, why does Yost tell the story about his encounter with the Headless Horseman?** (inference) *Yost likely wants to scare Ichabod. He may also be laying the groundwork for a trick that Brom plans to play on Ichabod later.*
 5. **Why are lines from Scene 5 repeated in Scene 6?** (literary devices) *Ichabod is hearing the offstage lines in his mind. He is remembering the ghost stories and warnings he heard at the party. The repetition of these lines adds drama to the scene, keeping these disturbing ideas fresh in the reader's mind.*
 6. **Consider the information in the text features about the American Revolution. How is this information reflected in the play?** (setting) *The text features and the play show that people in this time and place were deeply affected by the Revolutionary War. Many of Sleepy Hollow's ghost stories revolve around war tragedies: The Dutchman on the docks is shouting for a musket, the Headless Horseman is said to be a Hessian soldier whose head was blown off by a cannonball, Hans Van Ripper lends Ichabod his horse named Gunpowder, and the Wailing Widow's husband, readers can infer, was killed in battle.*
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **Is Ichabod a sympathetic character? That is, do you care about him? Do you like him?**
Some students may find little sympathy for Ichabod. They may point to the suggestion in the text that Ichabod was after Katrina for her wealth and may see him as foolish for falling for Brom's trick. Others may feel sorry for Ichabod and see him as the innocent victim of a bully (or of a ghost!).
2. **What role does Katrina play in Ichabod's fate?** *Students who infer that Brom scared Ichabod away might say that Katrina helped bring this about by encouraging Brom and Ichabod to compete for her attention.*
3. **Why might people in 1790 have been more superstitious or more likely to believe in ghosts than people are today? Why do you think the villagers of Sleepy Hollow tell ghost stories?** *Answers will vary. Students may say that in 1790, people did not know as much about the natural world as we do today. People were left to draw their own conclusions about the way the world works. Also, the battles of the Revolutionary War were fresh in people's minds. The dead were lingering in memories; perhaps it was not a big leap to imagine them lingering as ghosts. The villagers of Sleepy Hollow tell ghost stories as a way of processing their feelings about the horrors of the recent war. They tell them as a way of keeping each other in line, such as when Martha says, "In these parts, Mr. Crane, you must take care to live a decent life. Those who don't are carried away by ghouls in the dead of night." The villagers also tell ghost stories for entertainment and perhaps to show off. In Brom Bones's case, he might tell ghost stories to set up Ichabod for a very mean stunt.*
4. **Write a paragraph describing Ichabod's final night in Sleepy Hollow from Brom's point of view.** *Responses will vary.*

3. Write About It: Inference (45 minutes)

- Have students complete the **Featured Skill Activity: Inference**. This activity will prepare them to respond to the writing prompt on page 16 in the printed magazine and at the bottom of the digital story page:

What do you think happened to Ichabod Crane? Answer this question in a well-organized paragraph. Support your ideas with details from the play.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

4. Writing Spotlight: Figurative Language

(15 minutes)

- Project the **Writing Spotlight** activity, available in the Resources Tab, on your whiteboard for a mini-lesson on figurative language, using mentor sentences from the play. Read Slides 1-4 as a class.
- When you get to Slide 5, have students complete the Scavenger Hunt as a class. Possible answers include:
 - *"He's got dinner plates where his ears should be and shovels for feet."*
 - *"You sing like a lark!"*
 - *"As Ichabod dances, his long limbs fly around the room like an octopus in a tornado."*
 - *"Ichabod was very tall, with long arms and hands that dangled a mile out of his sleeves."*
 - *"On his way home that night, Ichabod, pale as a tombstone, trots along on Gunpowder."*
 - *"What is that gangly grasshopper doing here?"*
 - *"I can see why. Brom's neck is the size of my waist."*
 - *"He said if he caught me near Katrina, he'd flatten me like a pancake."*

Connected readings from the Scope archives:

- [Special Collection: Stories for Halloween](#)

Should We Clone Our Pets?

It's now possible to make exact copies of our pets.
Does that mean we should?

About the Story

Lexile® Measure 810L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze the arguments in two letters and decide which argument is the strongest

Featured Skill: analyzing arguments

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.8, W.1, SL.1

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Connected readings from the Scope Archives:

- "Should We Bring Back the Woolly Mammoth?"
- "Should We Clone Her?"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Featured Skill Activity: Scavenger Hunt*
- Persuasive Appeals: Ethos, Pathos, Logos
- Essay Kit
- Anchor Chart: Debate Essay Kit Transitions
- Anchor Chart: Argument Essay Checklist
- Lesson Plan Slide Deck

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 minutes)

Do Now: Journal (5 minutes)

- Project the following prompt on your whiteboard for students to respond to in their journals as they enter the classroom:

If you could make an exact copy of yourself, another person, or an animal, would you do it? Why or why not?

- Invite students to share their responses. Then tell them that today, they will read and analyze arguments on both sides of a debate about cloning pets.

Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *embryo*, *endangered*, *ethical*, *irreplaceable*, *procedure*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- For students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View. Pause at the end of the introduction (before Alexander's and Aunt Sara's letters) to check for understanding. Have students turn and discuss with a partner: *In your own words, what is cloning? When the authors write that pet cloning "isn't exactly straightforward," what do they mean?*
- Have students silently reread the article to themselves.
- Poll the class: "No matter what you personally think about the issue of cloning pets, who do you think makes the better argument: Alexander or Aunt Sara?" Take a poll and tally the results on the board.

- Now trace and evaluate the arguments in each letter:
1. Read the directions in the Scavenger Hunt box on page 19 or at the bottom of the digital story page. If you need to review the bolded academic vocabulary in the box, here are definitions and examples:
 - **central claim (or central idea):** the big idea that the author supports in their argument
Example: School should start later.
 - **evidence:** facts, statistics, and examples that show why a claim should be believed; evidence supports and “holds up” a claim
Example: A study by the Sleep Institute found that 47 percent of kids aren’t getting enough sleep.
 - **counterclaim:** an acknowledgment of a concern or disagreement from those with opposing viewpoints
Example: Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later.
 - **rebuttal:** an author’s direct response to an opposing viewpoint or claim (the “comeback” to a counterclaim)
Example: Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later. ←[counterclaim] While that may be true in some cases, a 2018 study that looked at two schools in Seattle found that students’ sleep increased an average of 34 minutes each night after start times were moved nearly an hour later. ←[rebuttal]

For more argument terms support, see our **Argument Terms Glossary**, found in the Resource Library at Scope Online.

2. **Project Alexander’s letter and do a think-aloud that models each step in the Scavenger Hunt.** (Students can mark along in their magazines with you, or fill in the **Scavenger Hunt** graphic organizer found at Scope Online. This activity is offered on two levels—the lower-level version has students identify central claims and supporting evidence only.)
 - Identify Alexander’s **central claim (or central idea)**.
 - First, ask students: “Based on his letter, how would Alexander respond to the question in the headline on page 17: Should we clone our pets?”
(Alexander would say, “Yes! We should totally clone our pets. I really want to clone my dog Bean.”)

- Think aloud: “I’m going to underline lines that express this big idea: ‘I need your help persuading my mom to clone Bean’ and ‘Yes. Cloning Bean means we’ll be together forever.’”
 - Star two pieces of **supporting evidence**.
 - Think aloud: “Can I find two pieces of evidence Alexander provides to try to convince Aunt Sara that cloning Bean is a good idea? I’m going to star ‘Scientists have been cloning animals for decades. When an endangered ferret was cloned a few years ago, everyone thought it was great!’ and ‘But according to my research, cloning has come a long way from the early days when health problems were common in cloned animals.’”
 - Circle a **counterclaim**.
 - Think aloud: “Where does Alexander acknowledge a concern from the opposing viewpoint? I’m going to star ‘Now I know the cost is going to be a problem. The company I found charges \$50,000. I fully acknowledge that this is a huge amount of money.’ The high cost of cloning is a reason people could say cloning is a bad idea.”
 - Put a double star next to his **rebuttal**.
 - Think aloud: “Does Alexander have a comeback for the viewpoint that cloning is too expensive? Yes. He says, ‘But Bean is a member of our family. How can you put a price tag on a member of your family? To pay for it, maybe Mom could get a loan. Or she could pay for Bean’s tissue sample to be taken and stored, which is way cheaper, and when I’m older, I could pay to have the clone made.’”
3. Have students complete the Scavenger Hunt for Aunt Sara’s letter. They can work independently or in pairs, optionally using the Scavenger Hunt graphic organizer available at Scope Online. Then share out responses as a class. Sample responses:
- **Central claim:** “*But I won’t try to persuade your mom to have Bean cloned, because I don’t think it’s a good idea.*”
 - **Supporting evidence:** Sample responses: “*After all, you describe Bean as a family member—and you can’t replace a family member the way you can replace a pair of sneakers*”; “*So there’s no guarantee that a Bean clone would behave like Bean. There’s a famous story about a bull named Chance—a gentle animal that would pose for photos with kids. When he died, his owners had him cloned. The clone, Second Chance, was nothing like Chance. He attacked one of his owners, nearly killing him*”; “*I would say there’s a difference between cloning an animal to help save a species and cloning a dog just because you want to. Plus, there are already more dogs in this country than we can care for. According to the ASPCA, 3.1 million dogs go into shelters every year. Why not adopt one of these dogs instead?*”

- **Counterclaim:** *Sample counterclaim: “Let’s start with your claim that cloned animals are healthier than they were in the past.”*
- **Rebuttal:** *Sample rebuttal: “That is true—once they are born. A 2018 report by Columbia University found that dog cloning has only about a 20 percent success rate. That means that to get a cloned puppy, a whole bunch of female dogs must undergo procedures that can be stressful. Would it be right to make all those dogs suffer so you can get a clone?”*
- Discuss: Which evidence do you find most convincing in each letter? Least convincing? What do Alexander and Aunt Sara agree about? What do they disagree about? Answers will vary.

3. Write About It: What Do You Think?

(45 minutes)

- Have students revisit the following questions in writing:

Who makes the stronger argument? What do you think about cloning?

Dig Deeper!

- Alexander’s and Aunt Sara’s letters are great texts for exploring ethos, pathos, and logos. Check out our **Persuasive Appeals Reference** page and the **Persuasive Appeals Analysis** graphic organizer in your Resources tab.
- Check out connected readings about cloning endangered and long-extinct animals below. Then discuss: Do these texts confirm, challenge, or change any of your views on cloning?

Connected readings from the Scope archives about cloning:

- Short Read: [“Should We Bring Back the Woolly Mammoth?”](#)
- Debate Essay Kit: [“Should We Clone Her?”](#)

The Great Ticket Disaster

Why is it so difficult to get concert tickets these days?

About the Story

Lexile® Measure 920L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to read a short informational text, then craft a constructed response that includes a claim, text evidence, and reasoning

Featured Skill: constructed response

Additional skills in this lesson plan: identifying central ideas and details

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.8, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.

THE GREAT TICKET DISASTER

High prices. Long wait times. Glitchy websites. Why is it so tough to get concert tickets these days? *By Mary Kate Frank*

Why is this happening? And can anything be done to fix this problem?

More Americans are struggling to get concert tickets these days. And they say Ticketmaster is largely to blame. They point out that much of the time, Ticketmaster is the only option for tickets. They say the company is too powerful.

Even Ticketmaster has too much power! The U.S. government is now looking into that question.

When a company is the only one selling a product or service, the government can make that company break into several smaller companies. These companies then have to compete with each other, which is good for consumers. Think about it: If you had a choice about where to buy concert tickets, Ticketmaster would have to work harder to get your business. It might improve its website or lower its service fees, for example.

Ticketmaster has insisted that it already competes with other ticket sellers. It's true that companies like Eventbrite sell tickets, though not nearly as many and typically not for the most popular performers and venues. According to Ticketmaster, fans need high demand and the venues where fans have to wait so long to get. And demand is high.

Struggling fans

More Americans are struggling to get concert tickets these days. And they say Ticketmaster is largely to blame. They point out that much of the time, Ticketmaster is the only option for tickets. They say the company is too powerful.

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Fighting the Problem

Can anything be done to make ticket sales easier? In June, Ticketmaster and other companies pledged to offer consumers all-in pricing, meaning they will make the total cost of a ticket, including all fees, clear from the start. But that's not all. Taylor Swift is a superstar with millions of adoring fans. Her many people who wanted a ticket to get one, Swift would have had to play more than 100 million shows. That's a concert every night for two and a half years!

Concerts have always been a hard ticket to get.

What's one way the process of buying concert tickets could be made easier and more fair?

Answer this question in a well-organized paragraph. Use text evidence.

Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Short Write Kit
- Core Skills Workout: Central Idea and Details*
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *demand*, *disclose*, *glitchy*, *resale*, *venues*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (20 minutes)

- For students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Have students read the story again. Optionally, divide them into groups and at the end of each section, have them fill in the **Core Skills Workout: Central Ideas and Details** activity. This graphic organizer asks students to identify the central idea and supporting details of each section of the article and the central idea of the article as a whole. (This activity comes on two levels, with more or less scaffolding.)

3. Write About It (20 minutes)

Have students complete the **Short Write Kit**. This activity guides students to write a claim, support it with text evidence, and provide commentary in response to the prompt on page 21 in the printed magazine and at the bottom of the digital story page:

What's one way the process of buying concert tickets could be made easier and more fair? Answer this question in a well-organized paragraph. Use text evidence.

Courage in the Fields and March

The amazing story of the Delano Grape Strike

About the Story

Lexile® Measure 860L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to synthesize key ideas from a nonfiction article and a poem

Featured Skill: synthesis

Additional skills covered in this lesson plan: text features, key ideas and details, compare and contrast, cause and effect, figurative language, poetry analysis

Essential Questions:

- What basic rights should all workers have?
- How can we stand up to injustice?
- What is the value of working together?

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Article read-aloud
- Poem read-aloud
- Text-to-speech
- Vocabulary

Differentiated Articles:

- Lower-Lexile version

Connected readings from the Scope archives:

- Special Collection: Stories of Labor Movements

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking Questions
- Featured Skill: Synthesis
- Choice Board
- **Core Skills Workout:** Text Evidence*
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 minutes)

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *advocating, boycott, migrants, retaliate, strike*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

Preview Text Features (10 minutes)

- Divide students into small groups to preview the text features on pages 22-26. (Optionally, preview our **Nonfiction Text Features Glossary** as a class first. It is located in the Resource Library at Scope Online.) Have each group form a circle and then project the following student guide:

Go around your circle, one person at a time, and . . .

- pick a text feature and name it. (Is it a photograph? caption? map? headline?)
- read and/or describe the text feature to your group.
- lead your group in a discussion about any predictions, questions, or connections anyone has based on the text feature.

When you run out of text features, discuss the following as a group:

- What do you expect to learn about in this article?
- How many of the “the reporter’s questions” (Who? What? Where? When? Why? How?) can you answer in just a few words?

2. Read and Discuss (55 minutes)

“Courage in the Fields”

- Invite a volunteer to read the As You Read box on page 23 or at the top of the digital story page.

- Read the article once as a class. (*Differentiation: Share the lower-Lexile version of the article.*) Optionally, have students listen to the **article read-aloud** while they follow along. The read-aloud is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following **Close-Reading and Critical-Thinking Questions**, also located in the Resources tab.

Close-Reading Questions

(25 minutes)

The following questions can be shared in printable or interactive form.

1. **In the first two sections of the article, how does the author characterize working on a grape farm? How does she characterize owning a grape farm?** (compare and contrast) *The author characterizes working on a grape farm as brutal. It was physically demanding and undermined the workers' humanity. Workers spent long hours working in intense heat, had no access to cold water or private toilets, and were sickened by toxic pesticides. They made barely enough money to eat and house themselves, let alone pay for health care. In fact, a male farmworker's life expectancy was almost 20 years below the national average. On the other hand, the grape growers had a booming global business that raked in millions of dollars a year.*
2. **Dolores Huerta and César Chávez nicknamed the National Farm Workers Association "La Causa," meaning "The Cause." In your own words, what cause was the NFWA fighting for?** (key ideas and details) *The NFWA was fighting for fair pay, safe working conditions, and dignity for farmworkers.*
3. **What is a strike and what is the purpose of a strike? What challenges did farmworkers face when they went on strike?** (key ideas and details) *A strike is a form of protest in which a group of workers walk off their job and refuse to work. Strikes are carried out to help workers get something from their employer; if the employer meets the workers' demands, then the workers return to work. Striking was challenging for farmworkers because workers on strike did not get paid. In addition, many farmworkers lived in shelters on the farms where they worked, and when they went on strike, they were kicked out.*
4. **A tactic is a method or system for achieving a specific end. What tactics did the growers use in response to the workers' strike? What tactics did the farmworkers use to expand their movement?** (compare and contrast) *The growers ignored the striking workers, brought in replacement workers, blasted music to drown out Huerta's voice, sprayed the striking workers with pesticides, criticized Huerta publicly, and threatened her and her family at their home. Farmworkers expanded their movement by peacefully protesting, joining forces with farmworker unions from other parts of California, spreading the word to other farmworkers and the general public through the performance group El Teatro Campesino, and going on a 300-mile march.*

5. **What did the workers gain as a result of the strike? What did the nation gain? What did the growers gain?** (cause and effect) *The workers won better pay, health care, rest breaks, and portable toilets in the field. They also gained dignity and power. The nation gained, over time, a model for workers' rights, as California put laws protecting farmworkers into place. The growers gained the ability to sell their products again.*

“March”

- Have students listen to the poem read-aloud by author Aida Salazar while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- As a class, discuss the following **Close-Reading and Critical-Thinking Questions**, some of which apply to the article and the poem.

Close-Reading Question

(2 minutes)

The following question can be shared in printable or interactive form.

1. **Consider the last line of the second stanza: “A seed bundle of hope.” What is being compared in this metaphor? Why is this a good comparison?** (figurative language) *The speaker, Lula Viramontes, is comparing the march to Sacramento started by 75 farmworkers to a seed bundle—that is, a collection of seeds to plant in the ground. This is a good comparison because, as author Mary Kate Frank explains in the photo caption “The March,” by the time the marchers arrived in Sacramento, the group had grown to about 8,000 people, who were fed and supported by others along the way. The march grew into something beautiful and fruitful, in the same way that seeds grow into beautiful, fruitful plants.*

Critical-Thinking Questions

(5 minutes)

The following questions can be shared in printable or interactive form.

1. **Why do you think the growers resisted the workers’ demands?** *To the growers, making as much money as possible was more important than the people picking their grapes.*
2. **Consider the saying “There’s power in numbers.” What does it mean? How does it apply to the Delano Grape Strike?** *The saying means that a group of people working together can achieve more than one person on their own. This applies to the Delano Grape Strike in that its success was the result of many individuals and groups coming together: the NFWA; Larry Itliong’s union; the unions, church leaders, and college students who supported the striking workers; the doctors who provided free medical care to the strikers; Senator Robert F. Kennedy and other members of Congress who televised discussions about the issue; the performers in El Teatro Campesino who inspired more workers to join the strike; the thousands of Americans around the country who picketed outside grocery stores; the people who refused to buy grapes; the*

dockworkers who refused to load grapes onto boats; the people who joined the march to Sacramento; and the people who fed and housed the marchers.

3. How would you react if you learned that workers were being mistreated in the making of your favorite food or product? *Answers will vary.*

3. Write About It: Synthesis (45 minutes)

- Have students complete the **Featured Skill Activity: Synthesis**. This activity prepares them to respond to the writing prompt on page 27 in the printed magazine and at the bottom of the digital story page:

Consider the last line of the poem. How did working together help people achieve the goals of the Delano Grape Strike? Answer in a well-organized paragraph. Use details from the article to support your ideas.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)
- Or, try this sentence-level strategy from *The Writing Revolution* by Judith C. Hochman and Natalie Wexler; project it on your whiteboard for students to complete as an Exit Ticket:

Complete the stem with a phrase beginning with *because, but, and, or so*.

Farmworkers in Delano went on strike _____.

Sample responses:

- *Farmworkers in Delano went on strike because their working conditions and pay were unjust.*
- *Farmworkers in Delano went on strike, but that meant they had to go without pay and risk losing their shelter.*
- *Farmworkers in Delano went on strike, and thousands of Americans boycotted grapes in support of their cause.*
- *Farmworkers in Delano went on strike, so workers today have better working conditions.*

Connected readings from the Scope archives:

- [Special Collection: Stories of Labor Movements](#)

The Storm

Two friends lost in a storm will have to work together if they want to survive. Will they make it home?

About the Story

Lexile® Measure 680L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze conflict in a work of short fiction, then continue the narrative in a sequel

Featured Skill: conflict

Essential Questions:

- How do we build and maintain relationships?
- How are conflicts resolved?
- What are the qualities of a good friend?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, R.6, W.3, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Story read-aloud
- Text-to-speech
- Vocabulary

Connected readings

from the Scope archives:

- "The Worst"
- "If I Were a Superhero"
- "Freddie in the Shade"
- "The Broom Dog"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Discussion Questions
- Featured Skill: Conflict
- Narrative Writing Planner
- Choice Board
- Double-Entry Journal
- Lesson Plan Slide Deck
- Contest Entry Form

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

1. Prepare to Read (15 minutes)

Do Now: Journal (5 minutes)

- Project the following on your whiteboard for students to respond to in their writing journals or on a sheet of paper:

Choose one of the prompts about friendship below.

- Why are friends important?
 - What makes someone a good friend?
 - Do you have any friendships that are outside of your usual friend group? How do you manage to balance your friendships?
 - What was the last disagreement or conflict you had with a friend? How did you handle it? Is there anything you would do differently now if you could?
- Invite volunteers to share their responses.

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *glowering, roiling, stow, swell, taut, tiller*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- Read the “Spotlight On” box on page 28 or at the top of the digital story page.

- For students' first read, have them follow along as they listen to the audio read-aloud, located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Have students reread and annotate the story independently. Here are some symbols you might have them use:
 - ∞ = connection
 - ★ = important
 - ? = I don't understand
 - 💬 = "I'm thinking..." (add words and comments)
 - ♥ = love this
- Alternatively, have students complete a double-entry journal during their reread. In their journals or on a piece of paper, have students create a T-chart. In the left-hand column, have them record three to five lines that jump out at them or feel particularly meaningful. In the right-hand column, have them record their reactions to these lines through questions, comments, connections, or analysis. (You can find both a print and digital version of our **Double-Entry Journal** handout in the Resources tab.)
- Divide students into groups to discuss their annotations or double-entry journals. Then reconvene as a whole group and pose the following questions, some of which may draw on students' reading responses and group discussions. (If you prefer to have students answer these questions in writing, use the **Discussion Questions** activity in the Resources tab.)

Discussion Questions

(30 minutes)

The following questions can be shared in printable or interactive form.

1. **How has Noah and Emma's friendship changed recently? How do each of them feel about their changing relationship?** *Emma and Noah have been the best of friends since kindergarten. Now that they are older, Noah is playing basketball and doesn't devote as much time or attention to their friendship. Emma feels like Noah sees his new hobby and friends as "cooler" than she is, and this makes her feel sad and dejected. We don't know exactly how Noah feels about his changing friendship with Emma, because the story is told in first person, from Emma's point of view. We can infer from his smiling acceptance of Emma's invitation to go out on the lake that he still values their friendship and enjoys spending time with Emma.*
2. **Scavenger Hunt! Find at least three examples of personification (a literary device in which the author gives human characteristics to something that is not human). What is being personified in the examples you found? Place parentheses around it. Then underline the human characteristics it has been given.** *Possible answers: "But the (clouds),*

dark and glowering, hadn't paid attention to the forecast"; "The wide main (sail) over our heads bit into the storm, grasping the wind's power . . ."; "It was all I could do to steer—to hold on to the (tiller) that threatened to wrench itself from my hands"; "My (arms) screamed"; "The (sail) was still stretched taut and angry"; "(Wind) beat the stinging rain into my cheeks."

3. Consider the examples of personification you found in Question 2. What does the author's use of personification help readers understand? What element of the story does it develop (e.g., character, conflict, plot, setting)? *The personification helps readers understand how powerful, violent, and dangerous the forces of nature in the story are. It helps readers visualize what's happening, and makes it feel as if the wind and the boat are characters in the story that Emma and Noah are struggling against. The author's use of personification develops the setting and the external conflict Emma and Noah face.*
4. Reread the lines of dialogue. What's interesting about the last line of dialogue in the story? How does it change the story's mood? *The story begins with the line "I can't see land!" Noah shouted over the wind." Throughout the story, every line of dialogue is "shouted," "called," or "cried." The final line of dialogue—"Emma!" Noah's whisper carried through the storm"—is said softly and changes the mood. Readers feel a sense of calm and hope along with Emma and Noah.*
5. Analyze the story's title and tagline. *The title and tagline refer to the literal storm that Emma and Noah are caught in on the lake and whether they will make it through it alive and unharmed. It might also refer to the storm in their friendship and the question of whether it will survive.*
6. Do you think anything will change in Noah and Emma's friendship after the storm? *Answers will vary.*

3. Write About It: Conflict (60 minutes)

- Have students complete the **Featured Skill Activity: Conflict**, available in the Resources tab, which will guide students to explore types of conflict in literature and conflicts present in the story. This activity prepares them to respond to the writing prompt on page 29 in the printed magazine and at the bottom of the digital story page:

Write a sequel that takes place on Emma and Noah's first day back at school. How does what happened on the boat affect their relationship?

You may also have students use the **Narrative Writing Planner**, in the Resources tab, for help brainstorming and organizing their sequels.

- Alternatively, have students choose a task from the **Choice Board**, a menu of alternate culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or an article.)

Other stories from the Scope archives exploring conflict:

- Fiction: [“The Broom Dog”](#)
- Fiction In a Flash: [“The Worst”](#)
- Fiction: [“Freddie in the Shade”](#)
- Fiction In a Flash: [“If I Were a Superhero”](#)

How 3-D Printing Is Changing the World

Meet a teen whose classmates made him a 3-D printed hand

About the Story

Learning Objective: to analyze how writers use transitions, then practice using transitions in a paragraph

Featured Skill: grammar, usage, and mechanics

Standards:

The article and its suite of support materials support these Common Core anchor standards: L.1, L.2

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Text-to-speech

Video:

- Dream It, Print It!

Activities to print, project, or share digitally:

- Great Transitions: Anchor Chart
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Set a Purpose for Reading

- Direct students to the directions titled “Write Like a Pro” in the upper left-hand corner of page 30 or at the top of the digital story page. Read the directions aloud.

2. Read and Discuss (25 minutes)

- Have students read the article and the yellow circles with a partner.
- Optionally, before completing the Write Like a Pro Challenge, practice using transition words and phrases together using the task below:

Practice filling in the blanks in the paragraph below to build bridges between the ideas in each sentence. Choose from: *for example, however, in addition, unlike, similarly.*

Have you heard of manga? Manga is a style of Japanese comic books and graphic novels. The roots of this type of storytelling go back centuries. _____, it's only in recent years that manga's popularity has exploded in the United States. There are many characteristics that make manga different from, say, a Marvel comic book. _____, manga characters have large, expressive, glistening eyes. _____, manga pages are read from right to left, like traditional Japanese writing.

- Ask students what they notice about punctuation and transition words and phrases in the article. Guide them to observe the following.
 - Commas are placed after transition words and phrases that begin a sentence.
Example: “**First**, you send a digital design for the case to the printer.”
 - A pair of commas set off transition words and phrases in the middle of a sentence.
Example: “There’s no doubt, **though**, that 3-D printers have already begun to change lives in powerful ways.”
- For more practice with transition words and phrases, use our **Great Transitions: Anchor Chart**, located in your Resources tab.

3. Write (25 minutes)

- Project the **Great Transitions: Anchor Chart**. This chart is a list of common transition words and phrases categorized by the ways in which they are used: to add information, to show similarity between ideas, to show that one idea is different from another, to show that something is an example of what you just stated, to show cause and effect, or to add emphasis. Then have students work in pairs or independently to take the Write Like a Pro Challenge on page 31 of the printed magazine or at the bottom of the digital story page:

Compose a detailed note to a friend who is helping you plan a surprise birthday party.

Your message should:

- ***Explain what tasks your friend needs to accomplish.***
 - ***Use transitions to help your friend understand the order in which these tasks should be done.***
 - ***Use a transition to emphasize any super-important information your friend needs to know.***
- Project students' notes on your whiteboard to share their party plans and the transitions they used.