

# Festival of Lights

What happens during India's biggest and brightest holiday?

## About the Story

**Learning Objective:** to identify when to use *is* and *are*

**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](https://scope.scholastic.com).

### Video:

- Grammar Hack: *Is or Are?*

### Audio:

- Text-to-speech

### Activities to print, project, or share digitally:

- Subject-Verb Agreement Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

# Step-by-Step Lesson Plan

## 1. Prepare to Read (5 minutes)

### Watch the Video

- Show students **Grammar Hack: Is or Are?**, a short animated video with tips for how to keep these words straight.

### Set a Purpose for Reading

- Direct students' attention to the hint box and directions 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 word pair. Optionally, share the interactive version of this activity, which has dropdown menus. Then discuss the answers.
- In your Resources tab, find an anchor chart and skill-reinforcement activity called **Subject-Verb Agreement**. This resource is also available as a Google Slideshow for projecting.

## 3. Write (45 minutes)

- Have students practice using this grammar skill in context using "Festival of Lights" as a model. Working in pairs, students should research and write three short blurbs about a holiday of their choosing. Each blurb should include at least one is/are pair (or any singular/plural verb pair) from which to select the correct answer. Students should also create an answer key. Have students exchange blurbs and complete each other's activities.

# Attack at Sea

The sinking of the *Lusitania*, through the experience of a 12-year-old passenger

## About the Story

**Lexile® Measure** 950L

For qualitative complexity factors, go to *Scope Online*.

**Learning Objective:** to analyze the author's use of descriptive language

**Featured Skill:** author's craft

**Additional skills covered in this lesson plan:** mood, figurative language, critical thinking

### Essential Questions:

- What can be learned from past disasters?
- What are the costs of war?
- How does living through a disaster affect people?

### 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.7, W.2, SL.1, SL.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](https://scope.scholastic.com).

### Audio:

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

### Video:

- Behind the Scenes: "Attack at Sea"

### Differentiated Articles:

- Lower-Lexile version
- Spanish language version

### Connected readings from the Scope archives:

- "Searching for the *Titanic*"
- "The Pigeon Hero of World War I"

### Activities to print, project, or share digitally:

- Video Discussion Questions
- Vocabulary: Definitions and Practice
- Discussion Questions
- Featured Skill: Author's Craft
- Choice Board
- **Core Skills Workout:** Summarizing,\* Text Features, Text Structure,\* Nonfiction Elements
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

# Step-by-Step Lesson Plan

## 1. Prepare to Read (10 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: *hoist, ingenious, munitions, optimism, opulent, torpedoing*. 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.
- Watch the Behind the Scenes video, in which author Kristin Lewis offers insights into the writing process. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

## 2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 6 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 the audio read-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 **Discussion Questions**, also located in the Resources tab.

### Discussion Questions (30 minutes)

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

1. **Read the introduction of the article. How do the last two paragraphs differ from the first three? (mood)** *The first three paragraphs describe a lively scene in New York City just before the*



*Lusitania's launch, as well as the ship's beauty and power. These paragraphs create a joyful and exciting mood. That mood shifts in the last two paragraphs, when Kristin Lewis writes that "there was something Elsie could not have known," that a German war submarine would, in just six days, "tear the Lusitania apart." By letting the reader know that tragedy will strike later in the story, Lewis creates a mood of doom and suspense.*

2. **When Lewis writes that the German U-boat U-20 "could creep up on any ship," she is personifying the U-boat. That is, she is assigning it a human characteristic. Where else in the article does Lewis personify U-boats? What effect does this use of personification create?** (figurative language) *In the section "The Unsinkable Ship," Lewis writes that German U-boats "prowled the waters near Great Britain, lurking unseen beneath the waves." This personification highlights how hard U-boats were to detect, and how terrifying it must have been to travel in areas where U-boats were known to be.*
3. **What is the mood of the section "A Nightmare"? How does the author create this mood?** (mood) *The section has a chaotic, desperate, and frightening atmosphere. Lewis writes, "Glass shattered. Fire broke out. Passengers screamed in terror," with each idea in a separate sentence to emphasize that many terrifying things were happening at once. She describes people becoming tangled in ropes and trying, but failing, to get the lifeboats into the water, which creates a feeling of desperation and anxiety. The feeling of terror intensifies when Lewis describes the Hook family clutching the railing of the ship and "waiting for the right moment to jump into the cold sea."*
4. **Why do you think the passengers and crew of the *Lusitania* were so confident that the ship would be safe?** (critical thinking) *Lewis writes that the ship was a symbol of the developments in science and technology that were making life safer as well as more exciting and more convenient. People probably put too much trust in the ship's ability to outrun U-boats and their torpedoes. Plus, as noted in the caption on page 7, few expected the Germans to target a civilian ship.*
5. **Why is it important to study historic disasters like the sinking of the *Lusitania*?** (critical thinking) *Usually, there is something to be learned from disasters of the past—something that could help us avoid similar disasters in the future. Mistakes or decisions that lead to a disaster might be repeated if we don't explore them. By studying historic disasters, we might be able to learn something about how to prevent a disaster in the future, or we might learn something about coping with or recovering from a tragic event.*

### 3. Write About It: Author's Craft (45 minutes)

- Have students complete the **Featured Skill Activity: Author's Craft**. 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:

*Choose one element of the article to focus on: the Lusitania, the early 20th century, the German U-boat, or the torpedo. Compile a list of descriptive words, phrases, or lines the author uses for your chosen element. Then write a poem or create a visual art piece reflecting this powerful imagery and emotion.*

- 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.)

### 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. Did the *Lusitania* plan to cross the Atlantic Ocean? *Yes, it did.*
2. Were Americans warned that the *Lusitania* could be a target for German U-Boats? *Yes, they were.*
3. Did most passengers on the *Lusitania* take the warnings seriously? *No, they didn't.*
4. Was the *Lusitania* attacked? *Yes, it was.*
5. Did a lot of people lose their lives when the *Lusitania* sank? *Yes, they did.*

#### Either/Or Questions

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

1. Did the *Lusitania* depart from New York City or Washington, D.C.? *The Lusitania departed from New York City.*
2. Was the *Lusitania* a submarine or an ocean liner? *The Lusitania was an ocean liner.*
3. Was the *Lusitania* a simple ship or a fancy ship? *The Lusitania was a fancy ship.*
4. Could the *Lusitania* cross the ocean in a few months or a few days? *The Lusitania could cross the ocean in a few days.*

5. Did the *Lusitania* sink off the coast of Ireland or off the coast of New York City? *The Lusitania sank off the coast of Ireland.*

### Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why were Elsie and her family taking a voyage on the *Lusitania*? *Elsie's mother had recently died, and her father decided to move the family back to his home country of England.*
2. Why didn't the *Lusitania*'s passengers listen to the warnings from the German embassy? *The war seemed far away to Americans, and they didn't think that Germans would really target a nonmilitary ship. Plus, the Lusitania's captain and crew told passengers that the ship couldn't be sunk, that it was too fast for anything to catch it.*

### Language Acquisition Springboard

Fill in the five "W" words while reading, then use the answers to generate questions after reading.

**Who?** (Which person or people is this article mainly about?) *Elsie, Frank, and George Hook*

**What?** (What event does this article describe?) *the sinking of the Lusitania*

**When?** (At what time did this event occur?) *May 1915*

**Where?** (In what place or location did this event take place?) *off the coast of Ireland*

**Why?** (What was the cause of this event?) *Europe was at war and the ship sailed into waters near England where German submarines were patrolling. One of these submarines torpedoed the Lusitania.*

### Connected readings from the Scope archives:

- Narrative Nonfiction: ["Searching for the Titanic"](#)
- Narrative Nonfiction: ["The Pigeon Hero of World War I"](#)

# The Reason I Will Love John MacFarlane Jr. Until the Day I Die

A story about cancer—and love

## About the Story

**Lexile® Measure** 730L

For qualitative complexity factors, go to *Scope Online*.

**Learning Objective:** to analyze the title of a work of fiction

**Featured Skill:** character

**Additional skills covered in this lesson plan:** inference, text structure, critical thinking

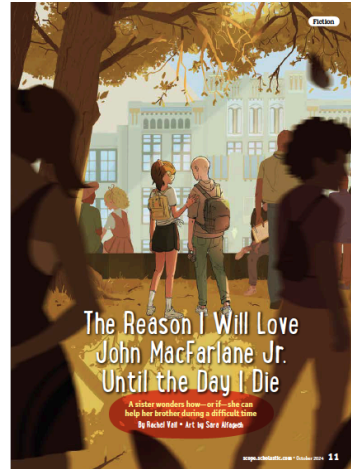
### Essential Questions:

- How can we support others in coping with difficulties?
- How can illness affect a person and those around them?
- What does it mean to blend in? What makes us want to blend in or stand out from the crowd?

### 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

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



## Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

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

### Connected readings from the *Scope* archives:

- “Don’t Break Tradition”
- “Aftershocks”
- “Why I Shaved My Head”

### Activities to print, project, or share digitally:

- Featured Skill: Character
- Vocabulary: Definitions and Practice
- Discussion Questions
- Choice Board
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

# Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

## 1. Prepare to Read (10 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: *chemo, flanked, flinched, loping, remission, terminal*. 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 (75 minutes)

- Read the “As You Read” box on page 12 or at the top of the digital story page.
- For students’ first read, have them follow along as they listen to author Rachel Vail read her story aloud. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Optionally, have students reread and annotate the story independently. Here are some symbols you might have them use:

! = I’m surprised.

? = This is unfamiliar.

★ = This is important.

💬 = “I wonder . . .” (add comments or questions)

💙 = I love this.

- Divide students into groups to discuss the questions in the story along with their annotations. (The discussion questions appear in the margins of the print magazine or by clicking on the bolded words on the digital story page.) If you’d like students to respond in

writing, an interactive and printable **Discussion Questions activity** is available in your Resources tab.

## Discussion Questions

(30 minutes)

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

- 1. Why has Calvin lost so much weight?** (inference) *You can infer that Calvin has lost weight as a result of having cancer.*
- 2. What does Jodie tell Mackey? How does her telling him this relate to what happens later?** (text structure) *Jodie tells Mackey what Calvin said about wishing he could just blend in for once. It is because Jodie shares this comment with Mackey that Mackey has the idea to shave his head—and get his fellow soccer players to shave their heads—for Calvin’s first day back at school.*
- 3. What do you think Jodie means when she says she’s not the girlfriend type?** (critical thinking) *Jodie is likely referring to stereotypical or old-fashioned ideas about what girls and girlfriends are like: someone who giggles a lot and enjoys “girly” things like flowers, jewelry, wearing dresses, etc. She might also be suggesting that having a boyfriend was not something she particularly wanted or gave much thought to.*
- 4. Explain what Jodie means when she says the walk with Mackey felt good but also bad.** (character) *Jodie means that it’s a relief to have Mackey to talk to, but doing so makes her feel guilty—she seems to feel that it’s not fair that she has someone to talk to in a way that Calvin doesn’t, and that it’s wrong or selfish for her to be complaining when Calvin is the one who’s sick.*
- 5. Describe how Jodie, Mom, and Dad are acting during breakfast. Why do you think they are acting this way?** (character) *Jodie, Mom, and Dad are acting very cheerful—more cheerful than any of them actually feels. In other words, their cheerfulness is forced. It is likely they are acting this way because they think it will make Calvin feel better about his return to school, which he is not looking forward to. Perhaps through their cheerfulness, they are also trying to reassure themselves that everything is OK.*
- 6. Why is Jodie hoping people will treat Calvin like he’s invisible?** (character) *Calvin told Jodie directly that he wished that when he returned to school, he could just blend in. He is dreading everyone staring at him and whispering about him, or even simply paying attention to him in an effort to be helpful, as a guidance counselor might do. Jodie is wishing for her brother what he is wishing for himself—that people would let him just blend in.*
- 7. How does Calvin feel at the end of the story? How does Jodie feel? How do you know?** (character) *At the end of the story, Calvin feels surprised and then relieved and grateful to be swept into the group of other bald-headed boys at school, as you can tell from the way his mouth hangs open before he smiles and the way he then says “Yeah” and goes into the school as part of*



the bald-headed group. Jodie feels deeply moved and grateful to Mackey and his friends for thinking about Calvin and doing the perfect thing to make him feel supported as he returns to school. Mackey figured out a way to give Calvin his wish of blending in. Jodie says she cannot move; you can infer that this is because she is so overcome with emotion.

### 3. Write (20 minutes)

1. Have students use the **Featured Skill Activity: Character** to help them respond to the writing prompt on page 15 in the printed magazine and at the bottom of the digital story page:

**Consider the story's title. Why will Jodie love John MacFarlane Jr. until the day she dies?**

2. 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.)

#### Connected readings from the Scope archives

##### Fiction about families coping with a crisis:

- ["Don't Break Tradition"](#)
- ["Aftershocks"](#)

##### A real-life story about a girl who shaved her head to support a friend going through chemo:

- ["Why I Shaved My Head"](#)

# How Spicy Is Too Spicy?

A new chili pepper has been declared the world's hottest.  
But are ultra-spicy peppers safe to eat?

## About the Story

**Lexile® Measure** 1000L

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 commentary

**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, W.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](https://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 Ideas and Details
- Quiz\*

# Step-by-Step Lesson Plan

## 1. Prepare to Read (10 minutes)

### Do Now: Journal and Discuss (5 minutes)

Project the following prompt on your board for students to respond to in their journals.

*Think back to a time you ate something spicy. Write about that experience, focusing on the sensory details (sensory details speak to readers' five senses: sight, touch, taste, smell, and hearing). Here are some questions to jumpstart your thinking:*

- *What was the food or dish you ate? Describe its appearance, smell, and taste.*
- *Where were you when you tried this food?*
- *How did you feel when you first experienced the spiciness? Were you surprised? Excited? Overwhelmed?*
- *Describe any physical reactions you had. Did your eyes water? Did your nose run? Did you reach for something to drink? Did it help?*
- *Do you enjoy spicy food? Why or why not?*

### Preview Vocabulary (5 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: *ingesting, perceives, scalding*. 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 students into groups to complete 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.

### 3. Write About It (20 minutes)

Have students complete the **Short Write Kit**. This activity can be used to guide students as they write a claim, support it with text evidence, and provide commentary in response to the prompt on page 17 in the printed magazine and at the bottom of the digital story page:

***According to the article, many people enjoy eating spicy foods. What precautions should they take? Answer this question in a well-organized paragraph. Use text evidence.***

# The Fall of the House of Usher

A spine-tingling tale based on Edgar Allan Poe's famous story

## About the Story

**Lexile® Measure 890L** (captions only)  
For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to produce a scene from the play, maintaining the eerie mood created by the playwright

**Featured Skill:** author's craft

**Additional skills covered in this lesson plan:** mood, text structure, key ideas and details, critical thinking

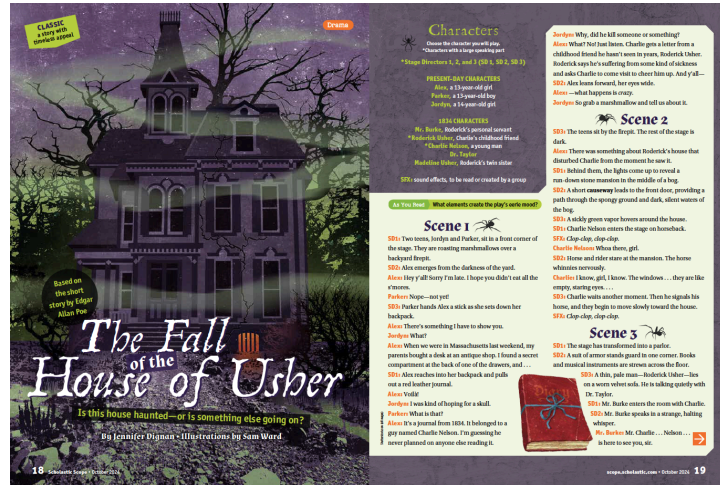
### Essential Question:

- Why do we like scary stories?
- What is fear and how does it affect us?
- How do writers create mood?

### 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

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



## Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

- Text-to-speech
- Vocabulary
- Scope It Out! Podcast: The Science of Fear

### Videos:

- The Amazing Life of Edgar Allan Poe
- What's the Mood?

### Connected readings from the Scope archives:

- Special Collection: "Stories for Halloween"

### Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Discussion Questions
- Core Skills Workout: Inference
- Featured Skill: Prepare Your Scene
- Choice Board
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

# Step-by-Step Lesson Plan

## 1. Prepare to Read (15 minutes)

### Watch a Video (5 minutes)

- Show students the video “**The Amazing Life of Edgar Allan Poe**” to introduce them to the famous author of the short story on which the play they are about to read is based. After watching, give students a few minutes to share anything they found particularly interesting or surprising, or anything the video made them curious about.

### Chat About Scary Stories (5 minutes)

- Have a brief discussion with students about scary stories. Ask volunteers to share whether they like scary books and movies and why or why not.

### Preview Vocabulary (5 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: *acute*, *causeway*, *wrenched*. 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 to your LMS and have students preview the words and complete the activity independently before class.

## 2. Read and Discuss (55 minutes)

- Invite a volunteer to read aloud the As You Read box on page 19 or at the top of the digital story page. Review the meaning of *eerie*: strange or mysterious in a way that makes you feel frightened or uneasy; spooky.
- Assign parts and read the play aloud as a class. *Note*: Before reading the play aloud in class—perhaps even a day or more in advance—you might want to assign the roles and give the sound effects team time to plan how they will create the sound effects throughout the play.
- Divide students into groups to discuss the following **Discussion Questions**, which are also located in the Resources tab.



## Discussion Questions

(30 minutes)

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

1. **Edgar Allan Poe's short story "The Fall of the House of Usher" was published in 1839. Clearly, the modern-day teens in Jennifer Dignan's play were not in Poe's original story. Why do you think Dignan might have added the teens for her adaptation? (author's craft)**  
*Answers will vary. Students might offer that perhaps Dignan added the teens to create characters Scope's readers could relate to, to modernize the story or to add a bit of lightness to a seriously creepy story. Dignan also may have added the teens to serve as narrators; the teens' role in the play is to set up the story and then wrap up what happens at the end.*
2. **In Scene 2, how does the setting help create an eerie mood? (mood)** *In Scene 2, Roderick's house is described as a run-down mansion in the middle of a bog and surrounded by a "sickly green vapor." All these details help create an eerie mood. That the mansion is run-down suggests that something is wrong—why isn't anyone taking care of the mansion? Bogs can be creepy; their waters are full of decaying plants, and they threaten to swallow up any creature that steps in the wrong place. The sickly green vapor is strange and mysterious. That the house's windows are like "empty, staring eyes," as Charlie describes them, adds even more eeriness.*
3. **Besides the setting in Scene 2, what is something else in the play that helps create an eerie mood? (mood)** *This story is filled with eerie details, so answers will vary. Students may name the strange way Mr. Burke speaks, Dr. Taylor's nervous manner, Roderick's terrible condition (his acute senses and his fearful manner), the tragedy of Madeline's illness and apparent death and that she was entombed alive, additional details about the setting (such as the empty suit of armor "standing guard" in Roderick's parlor or the storm in Scene 7), or the ghastly conclusion when Roderick and Madeline fall to the ground dead and the house falls apart and sinks into the bog!*
4. **In Scene 3, why is the detail that Madeline's illness causes her to go into trancelike states important? (text structure)** *This detail is important because it provides an explanation for why Madeline was taken for dead and placed in a coffin. At the end of the play, you can look back and conclude that Madeline was actually in a trance, not dead.*
5. **Poe decided to call his story "The Fall of the House of Usher," and the Usher family house definitely plays a big part in the story. You might even think of it as a character. Describe what the house is like and why it's so important to the story. (key ideas and details)**  
*Students might describe the house as wicked, sinister, evil, or cursed. The weird green vapor that surrounds the house suggests there is something supernatural about it. Perhaps most importantly, the house is closely connected to Roderick and Madeline; there's even a suggestion that the house might be responsible for their misfortune. In Scene 3, Roderick mutters that his suffering is to be expected after so many years in the house, and in Scene 4 he says that the house would not like it if he were to leave it. In other words, Roderick seems to believe that the house is*

*sentient—capable of thoughts and feelings. Also, although it's technically Roderick and Charlie who trap Madeline in the cellar, you could think of the house itself as trapping Madeline. Finally, the house cracking apart and sinking into the bog—taking the Ushers with it—provides a dramatic conclusion to the story.*

6. **What do you think kills Roderick and Madeline at the end?** (critical thinking) *Answers will vary. Students might say that Madeline dies as a result of having been locked in a coffin for days and that Roderick dies from the shock of seeing her and/or from the mysterious illness that has been plaguing him. Or perhaps the twins die through some supernatural means—the house brings them down along with itself.*

### 3. Go Deeper: Why We Like Scary Stories (20 minutes)

- Draw students' attention to the sidebar "Why Do We Love Scary Stuff?" Ask them if the information sounds right to them in light of your pre-reading discussion about liking or not liking scary stories.
- If students have read this issue's Short Read, "How Spicy Is Too Spicy?," ask them what connection they can draw between that article and "Why Do We Love Scary Stuff?" *The Short Read explains that some people enjoy eating spicy foods because of the rush it gives them—that eating spicy foods can be similar to being terrified while riding a roller coaster and then wanting to do it again. Eating spicy foods and reading or watching a scary story can both give you an intense experience without really putting you in danger (unless of course you go overboard with the spicy food, which really can be dangerous).*
- For even more on fear, have students listen to the podcast "The Science of Fear."

### 4. Plan and Perform a Scene (45 minutes)

- Have students work in groups to complete the **Featured Skill Activity: Prepare Your Scene**. This activity will prepare them to respond to the prompt on page 23 in the printed magazine and at the bottom of the digital story page:

***As a group, act out one scene from the play. Include costumes and sound effects. Be sure to create an eerie mood!***

- Make a plan with students for how they will rehearse their scenes and then perform or present them on video for each other.

- 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.

**Connected readings from the Scope archives:**

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

# Should Students Wear Uniforms?

Students read essays on the issue, then decide.

## About the Story

Lexile® Measure 1020L

For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to trace and evaluate two opposing arguments

**Featured Skill:** analyzing arguments

### Standards:

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

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



## Your Teaching Package

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### Audio:

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

### Activities to print, project, or share digitally:

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

\*Available on two levels

# Step-by-Step Lesson Plan

## 1. Prepare to Read (5 minutes)

### Preview Vocabulary (5 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: *conducive, impede, superficial*. 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.
  - Have students silently reread the article to themselves.
  - Poll the class and tally the results on the board:
    - "Should students wear uniforms?"
    - "No matter what you personally think about school uniforms, who do you think makes the better argument: Esther or Malcolm?"
  - Now trace and evaluate the arguments in each essay:
1. **Read the directions in the Scavenger Hunt box on page 25 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:** the big idea that the author supports in their argument; their position, belief, or viewpoint  
*Example: School should start later.*
    - **reasons:** the grounds on which a central claim is based; the individual reasons that support or prove the central claim

*Example: Middle school-aged kids need more sleep.*

- **supporting evidence:** facts, statistics, and examples that show why a reason should be believed; evidence and reasons support and “hold 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 Esther’s essay 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, reasons, and supporting evidence only.

- Identify Esther’s **central claim**. (*What does Esther think?*)
  - First, ask students: “Based on her essay, how would Esther respond to the question in the heading: Should students wear uniforms?” (Esther would say, “Yes, students should wear uniforms.”)
  - Think aloud: “I’m going to circle lines that express this big idea: ‘Uniforms would be a relief’ and ‘Maybe that’s why about one in five U.S. public schools have made the switch to uniforms, according to the National Center for Education Statistics. It’s time for Fairview to be one of them.’”
- Underline Esther’s **reasons**. (*Why does she think that?*)
  - Think aloud: “I just circled Esther’s central claim—that is, what Esther thinks. Now I’m going to underline her reasons—or why she thinks what she thinks. I’m going to underline ‘If Fairview had uniforms, we wouldn’t have to waste time worrying about our outfits.’ Then I’m going to underline ‘If Fairview had uniforms, nobody would feel bad about not wearing the



“right” clothes.’ Finally, I’m going to underline ‘If we don’t have to worry about clothes, we can focus more on learning.’”

- Put check marks on two pieces of **supporting evidence**. (*How does she know?*)
  - Think aloud: “Can I find information Esther provides to back up her reasons?” Then draw students’ attention to the following three pieces of evidence: (1) “‘Wearing a uniform has helped me not worry about what my peers are wearing,’ says Lauren Sarpong, 14, who attends a Success Academy charter school in New York City.” (2) “According to a study from the University of Nevada, 37 percent of students at middle schools that recently switched to uniforms reported that they worry less about their appearance than they did before they wore uniforms.”
- Star the **counterclaim**. (*What does the other side say?*)
  - Think aloud: “Where does Esther acknowledge a concern or concerns from the opposing viewpoint? I’m going to star ‘A common criticism of uniforms is that they impede self-expression.’”
- Put a double star next to her **rebuttal**. (*What is her response to the other side?*)
  - Think aloud: “Does Esther have a comeback for the viewpoint that school uniforms impede self-expression? Yes. She says, ‘But there are plenty of other ways for students to show their individuality—such as their hairstyles or backpacks. And of course, students can wear what they want outside of school.’ I’m going to double-star both of those sentences.”

**3. Have students work in pairs to complete the Scavenger Hunt for Malcolm’s essay, optionally using the Scavenger Hunt graphic organizer available at Scope Online. Then share out responses as a class. Sample responses:**

- **Central claim:** “Uniforms are unfair to students.” Students may also say: “Switching to uniforms would be a disaster for the students of Fairview Middle School.”
- **Reasons:** “For one thing, students would be self-conscious”; “Regardless, the solution to meanness shouldn’t be to make us all look the same. It should be for us to learn to respect our differences and not judge people based on superficial things like clothing”; “The bottom line is that uniforms can make students feel uncomfortable, won’t solve bullying problems, and on top of it all, students simply don’t want to wear them.”
- **Supporting evidence:** “... according to a report published in *Public Health Review* on uniform policies around the world, many uniforms aren’t well-designed and don’t always fit well. How is making students feel awkward and uncomfortable conducive to learning?”; “Here is a powerful statistic I did find though: Ninety percent of middle school students who recently switched to wearing uniforms said they don’t

like wearing a uniform, according to a study from the University of Nevada. In that same study, only 17 percent of students reported that they were treated better than before they wore uniforms.”

- **Counterclaims:** “Now, many say that a benefit of uniforms is that they can reduce bullying”; “Supporters of uniforms tend to point out that uniforms can improve punctuality, reduce behavior issues, and help students learn.”
- **Rebuttals:** “But if we have to wear uniforms, we’ll just find something else to judge each other by—our socks or shoelaces or phone cases. Regardless, the solution to meanness shouldn’t be to make us all look the same. It should be for us to learn to respect our differences and not judge people based on superficial things like clothing”; “But there isn’t a lot of recent research to support those claims. Here is a powerful statistic I did find though: Ninety percent of middle school students who recently switched to wearing uniforms said they don’t like wearing a uniform, according to a study from the University of Nevada. In that same study, only 17 percent of students reported that they were treated better than before they wore uniforms.”
- Discuss: Which evidence do you find most convincing in each essay? Least convincing? What do Esther and Malcolm agree about? Are there any important reasons you think they left out of their arguments? *Answers will vary.*

### 3. Write About It: What Do You Think?

(45 minutes)

- Have students respond to the following questions in writing:

***Who makes the stronger argument?***

***Should students wear uniforms?***

# “Long Journey to the Stars” and “Invictus”

Astronaut José Hernández’s inspiring journey to space

## About the Story

**Lexile® Measure** 750L

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:** key ideas and details, figurative language, critical thinking, poetry analysis

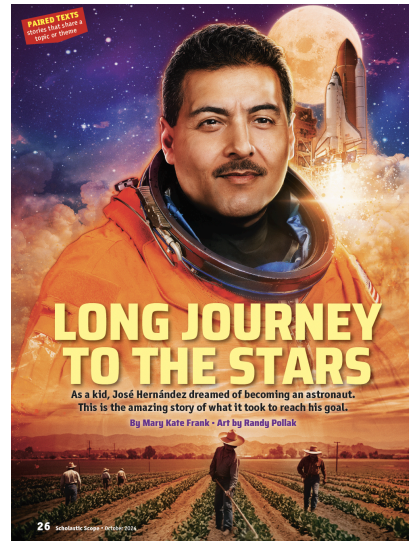
### Essential Questions:

- How are success and failure measured?
- How are the paths of our lives decided?
- Why do we explore space?

### 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.9, W.2, 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](https://scope.scholastic.com).

### Audio:

- Article and poem read-alouds
- Text-to-speech
- Vocabulary

### Differentiated Article:

- Lower-Lexile version

### Connected readings from the *Scope* archives:

- Special Collection: “The Wonders of Space”

### Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Discussion Questions
- Poetry Analysis
- Featured Skill: Synthesis
- Choice Board
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

## Step-by-Step Lesson Plan

### 1. Prepare to Read (10 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: *astronomy, din, humble, lean, lunar, malfunctions, migrant, persevere*. 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 to your LMS and have students preview the words and complete the activity independently before class.

### 2. Read and Discuss (45 minutes)

#### “Long Journey to the Stars”

- Invite a volunteer to read the As You Read box on page 27 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 audio read-aloud of the article 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 **Discussion Questions**, also located in the Resources tab.

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#### Discussion Questions

(15 minutes)

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

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- The author writes that when Hernández was sitting on *Discovery*’s launch pad, “A thought flashed in his mind: *How did I get here?*” How *did* Hernández get there? What key character traits enabled him to arrive at that moment? (key ideas and details) Hernández applied to NASA’s astronaut program 11 times before his 12th application was finally accepted in

2004. His incredible persistence and determination are what enabled him to overcome the challenges and rejection he faced on his long journey to space.

2. **What people played a role in Hernández becoming an astronaut? How did they contribute to his achieving his dreams?** (key ideas and details) *Hernández had a very supportive family. By making the sacrifice to stay in Stockton rather than continue their work as migrant farmers, his parents paved the way for Hernández to learn English, flourish in his studies, and eventually go to college. His father's encouragement and belief in his son's potential was especially crucial throughout Hernández's journey. His second-grade teacher nurtured his love of astronomy and advocated for his family to stay put in Stockton. The astronauts at NASA inspired Hernández; it was watching their first lunar missions on television and seeing Franklin Chang-Díaz, a Spanish speaker with a background similar to his own, that made Hernández believe that he too could go to space.*
3. **Hernández says that he hopes his story inspires other people—especially kids—to reach for the stars. What does it mean to “reach for the stars”?** (figurative language) *To reach for the stars is to try to do something that is very difficult. Hernández is not saying that he hopes his story inspires all kids to become astronauts; he is saying he hopes his story inspires kids to try to achieve their goals even if they seem difficult or impossible to achieve.*
4. **Have your ideas about failure or rejection changed after reading this article? Explain.** (critical thinking) *Answers will vary. Students may offer that a failure or rejection is often seen as an endpoint, but Hernández used every failure and rejection as a new beginning—a learning experience and a motivator to get him closer to his dreams. No matter how difficult the path was for Hernández, his attitude and confidence kept the light of his dreams from being extinguished and led to them eventually coming true.*

### “Invictus”

- Have students listen to the read-aloud of the poem 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.
- Break students into pairs to reread and discuss the poem using the following **Poetry Analysis Questions**. A print and digital version of these questions can be found in your Resources tab. It includes a version of the poem with numbered lines and additional annotations to scaffold their analysis.

## Poetry Analysis Questions

(10 minutes)

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

1. **What is the poem's rhyme scheme, or pattern of rhymes? Use an example to support your description.** *This poem has an ABAB rhyme scheme; in each stanza, the first line rhymes with the third, and the second line rhymes with the fourth. For example, in stanza 1, the line "Out of the night that covers me" rhymes with the line "I thank whatever gods may be," and the line "Black as the pit from pole to pole" rhymes with the line "For my unconquerable soul."*
2. **Find two examples of alliteration, the repetition of consonant sounds at the beginning of two or more neighboring words.** *There is repetition of the "p" sound in "Black as the pit from pole to pole" and repetition of the "b" sound in "Under the bludgeonings of chance/My head is bloody, but unbowed."*
3. **Take turns listening to your partner reading the poem aloud. What feelings do the rhymes and rhythm of the poem create for you?** *The poem has a musical quality. As you read, it feels like a steady and unwavering beat. This beat creates momentum that feels like moving forward, just like the speaker moves forward despite his circumstances.*
4. **The poem describes difficult and painful experiences the speaker endures.**
  - a. **Find an example of Henley using metaphor to describe the speaker's hardships.** *In stanza 1, Henley uses metaphor to compare the speaker's experiences to night and a black pit. This emphasizes how dark, deep, and inescapable his struggles are.*
  - b. **Find an example of Henley using personification to describe the speaker's hardships.** *In stanza 2, Henley personifies "chance" and "circumstance" as forces that physically beat or strike the speaker, suggesting that events outside of his control have tried to break him.*
5. **Choose one of the following word pairs to describe the speaker's tone in this poem: cheerful and amused, depressed and doubtful, defiant and determined, bitter and disappointed. What words, phrases, or lines contribute to the tone you chose?** *The speaker's tone is defiant and determined. The words "bloody," "unafraid," and "unbowed" contribute to this tone.*
6. **What phrase does the speaker repeat in the final stanza? What does this repetition emphasize the importance of?** *The speaker repeats the phrase "I am" twice. This repetition emphasizes the importance of personal responsibility in the path your life takes. The speaker has not let his hardships define his life; he has shaped his own life through strength and determination, even when faced with seemingly impossible odds.*
7. **Invictus means "unconquerable" or "undefeated" in Latin. How does the title "Invictus" relate to the overall message and mood of the poem?** *The poem is about showing strength,*



*defiance, and resilience in the face of hardship. It leaves the reader feeling inspired and empowered. The poem's overall message and mood mirrors the meaning of invictus.*

8. As a child, Henley (1849-1903) suffered from tuberculosis, a disease that affected his bones and required the amputation of one of his legs when he was 16. He wrote "Invictus" during an almost two-year stay in the hospital. How might the poet's personal experiences relate to the poem's message? *Henley's personal struggles with illness likely influenced the poem's themes of enduring hardship and maintaining strength.*

### 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 31 in the printed magazine and at the bottom of the digital story page:

***What does "I am the master of my fate, I am the captain of my soul" mean? Based on the article, how is José Hernández the master of his fate and the captain of his soul? Answer both questions. Use text evidence 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.)

#### Connected readings from the Scope Online Library:

- Special Collection: "[The Wonders of Space](#)"
- Paired Texts: "[The Power of Failure](#)"

# The Invitation

Learn about the Latin root *ven* through a graphic-novel-style story.

## About the Story

**Learning Objective:** to use Greek and Latin affixes and roots as clues to the meanings of words

**Featured Skill:** vocabulary acquisition

**Standards:**  
The article and its suite of support materials support this Common Core anchor standard: L.4

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



## Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

**Audio:**

- Text-to-speech
- Read-aloud

**Activity to print, project, or share digitally:**

- Root Power:  $\nu_n$

# Step-by-Step Lesson Plan

## 1. Prepare to Read (2 minutes)

- If students are unfamiliar with graphic novels, preview some basic graphic novel terminology and definitions:
  - **panels:** the square or rectangular boundaries that contain elements of the story
  - **gutters:** the space between panels, where the reader's imagination connects the elements between two panels to create a flowing storyline
  - **balloons:** where spoken or narrated words and sound effects are contained
- Have a volunteer read aloud the directions located beneath the story's title. Then locate the words in **orange** in the story and read them aloud together.

## 2. Read and Discuss (10 minutes)

- Read the story once through as a class, then have students reread it independently.
- To check comprehension, have students write a quick objective summary of the story on a sticky note.
- Using their knowledge of affixes and roots along with context clues, students can then turn and talk to a partner to discuss their preliminary understanding of the meanings of the words in **orange**.

## 3. Root Challenge (25 minutes)

- Have students take the **Root Challenge** at the bottom of the page in the printed magazine or at the bottom of the digital story page. Be sure to have digital or print dictionaries handy for students to verify their definitions. Optionally, have students complete this task using the **Root Power activity** found in your Resources tab at Scope Online. It contains a chart for recording definitions, an extra practice activity, and space to record their own *ven* word,

sentences, and illustration. Sample definitions and answers can be found in the **Answer Key**, which can also be found in the Resources tab at Scope Online.