



# SCHOLASTIC SCOPE<sup>®</sup>

THE LANGUAGE ARTS MAGAZINE

with  
read<sup>1</sup>

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## Introducing (drumroll please) . . . **NEW! SCOPE DRAMA**

**F**or the past few months, Kate Grindon, one of my wonderful teacher advisers, has been encouraging me to run a play that is more stage drama than Readers Theater. Each time I sent her a Readers Theater to critique, she (ever so kindly!) lamented its lack of stage directions. And Kate isn't the only one; many of you have written to me with the same request. No wonder—the word *drama* appears a whopping 42 times on the Common Core Standards!

So I couldn't be more thrilled to present our very first *Scope* Drama. It's adapted from Nathaniel Hawthorne's short story "The Birthmark" and makes a great lesson on theme and genre. It still offers what we love about Readers Theater: a way to include readers of all levels, while building fluency and expression. But it also includes stage directions, lighting cues, acts, asides, and a limited number of settings. To help your students explore these elements of drama, we've created a special version of our famous Identifying Literary Elements activity. (Get it at Scope Online.)

So push back the desks and perform this play in your classroom. You can even appoint someone as "lighting director" to flick the lights on and off. Then tell me all about it! I'm dying to know if *Scope* Drama meets your approval and if we should repeat this format in a future issue.

Kristin Lewis, Editor  
KELewis@scholastic.com



Kate Grindon,  
Scope adviser  
extraordinaire!



### **DON'T MISS THIS!**

Go behind the scenes of the cover story with our new video about the "no pain, no gain" mentality in youth sports. It features an interview with Gabby Taylor (below), who suffered a devastating cheerleading injury and has become a crusader for change.



COURTESY GABBY TAYLOR

## LOOKING FOR THE ANSWER KEY?

TURN TO PAGE T-3!



Find us online at [www.scholastic.com/scope](http://www.scholastic.com/scope).

# SCOPE AT-A-GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar on the Red Carpet”	Students practice the correct usage of <i>their</i> , <i>there</i> , and <i>they’re</i> while reading about our favorite movies of the year.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-8</b> “Dazzle and Danger”	After a devastating cheerleading accident, Gabby Taylor has become a crusader for safety in youth sports. In this riveting article, your students will read Gabby’s inspiring story, learn how cheerleading has changed over the decades, and form an opinion about the “no pain, no gain” mentality held by many young athletes today.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> analyzing author’s craft</li> <li>• Nonfiction text features</li> <li>• Evaluating arguments</li> <li>• Acquiring new vocabulary</li> </ul>
<b>Debate/Essay Kit, pp. 9-11</b> “Did Aliens Make These Statues?”	How did Easter Island go from being a lush paradise to an ecological wasteland? And how did the native people move those <i>huge</i> statues? Students read about the two prevailing theories, then take a stand.	<ul style="list-style-type: none"> <li>• Supporting an argument</li> <li>• Identifying central ideas and details</li> </ul>
<b>Paired Texts, pp. 12-16</b> “Slave, Warrior, Hero”	In 1861, 23-year-old Robert Smalls commandeered a Southern ammunition ship and made an astounding escape from slavery—becoming an instant hero. We’ve paired his amazing story with an editorial about why we should continue to celebrate Smalls today.	<ul style="list-style-type: none"> <li>• Key ideas and supporting details</li> <li>• Making connections between a nonfiction article and an editorial</li> <li>• Persuasive writing</li> </ul>
<b>Scope Drama, pp. 17-21</b> <i>The Birthmark</i>	We’ve adapted Nathaniel Hawthorne’s creepy short story about a scientist who becomes obsessed with his wife’s birthmark and paired it with the real-life story of a 14-year-old girl who led a successful petition for <i>Seventeen</i> magazine to cut down on photo-retouching.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> analyzing theme</li> <li>• Text evidence</li> <li>• Central ideas</li> <li>• Making connections between fiction and nonfiction</li> </ul>
<b>Grammar/Editing, pp. 22-23</b> The Lazy Editor: “Mom, Did You Really Name Me Hashtag?”	Students correct grammatical errors and revise sloppy writing in a nonfiction article about the rise and fall in popularity of particular baby names. Also discussed: weird celebrity-baby names.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> <li>• Revision</li> </ul>
<b>You Write It, p. 24</b> “Raising a Champ”	Students write a short article based on our interview with Hailee Sims, who raises champion farm animals.	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Central idea and details</li> </ul>
<b>Whole Issue</b>	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> <li>• Reading comprehension</li> </ul>

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ONLINE RESOURCES ( <a href="http://www.scholastic.com/scope">www.scholastic.com/scope</a> )		KEY STANDARDS*
<ul style="list-style-type: none"> <li>● <span>PW</span> More practice with <i>their</i>, <i>there</i>, and <i>they're</i></li> </ul>		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> <li>● <b>Digital Lesson:</b> No Pain, No Gain—Healthy or Harmful?</li> <li>● <span>IW</span> <span>PW</span> Analyzing author's craft</li> <li>● <span>PW</span> Graph-reading activity</li> <li>● <span>PW</span> Vocabulary: definitions and practice</li> <li>● <span>IW</span> <span>PW</span> Multiple-choice and short-answer quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <span>PW</span> Critical-thinking questions</li> <li>● <span>PW</span> “Read, Think, Explain”: identifying nonfiction elements</li> <li>● <span>PW</span> Writing-contest entry form</li> <li>● Links to additional online resources</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R8, R10, W1, W4, W9, SL1, SL2, L3, L4, L5, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> <li>● <span>PW</span> Evaluating evidence</li> <li>● <span>PW</span> Guided writing: the argument essay</li> <li>● <span>PW</span> Vocabulary: definitions and practice</li> </ul>	<ul style="list-style-type: none"> <li>● Links to additional online resources</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R8, W1, W4, W5, W9, L1, L2, L4, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> <li>● <span>PW</span> Guided-writing activity to prepare students to answer the writing prompt</li> <li>● <span>IW</span> <span>PW</span> Multiple-choice and short-answer quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <span>PW</span> Vocabulary: definitions and practice</li> <li>● <span>PW</span> Writing-contest entry form</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R9, R10, W1, W4, SL1, SL4, L1, L2, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> <li>● <span>IW</span> <span>PW</span> Multiple-choice and short-answer quiz</li> <li>● <span>PW</span> Critical-thinking questions</li> <li>● <span>PW</span> Literary elements and devices</li> </ul>	<ul style="list-style-type: none"> <li>● <span>PW</span> Vocabulary: definitions and practice</li> <li>● <span>PW</span> Writing-contest entry form</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, W1, W4, W9, SL1, L1, L2, L4, L5, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> <li>● <span>PW</span> Apostrophe s</li> <li>● <span>PW</span> Homophones: course/coarse, your/you're, and to/two/too</li> </ul>	<ul style="list-style-type: none"> <li>● <span>PW</span> Avoiding unclear pronoun references</li> <li>● <span>PW</span> Subject-verb agreement</li> </ul>	Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li>● <span>PW</span> Guide to “You Write It” activity</li> <li>● <span>PW</span> Model text for “You Write It” activity</li> </ul>	<ul style="list-style-type: none"> <li>● <span>PW</span> Punctuating quotations</li> <li>● <span>PW</span> Writing-contest entry form</li> </ul>	Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li>● <span>PW</span> Reading-comprehension crossword puzzle</li> </ul>		Common Core ELA Anchor Standards: R1, R2, W2, W4 NCTE/IRA: 1, 2, 3, 4, 5

\* To find the Common Core and NCTE/IRA standards listed in the grid, go to Scope Online.

## ANSWER KEY

To find this issue's answer key, including answers to all online materials, see page **T3** of your printed **Teacher's Edition**.

# DAZZLE AND DANGER



**A STORY OF RESILIENCE  
BECOMES A GREAT  
LESSON ON CRAFT**



## ANALYZING AUTHOR'S CRAFT

**B**egin by writing “no pain, no gain” on the board. As a class, discuss what this saying means. Do students agree with it? Why or why not? Can they think of well-known figures who seem to live by this motto?

Next, ask a student to read aloud the As You Read box on page 4. Then divide students into groups to read the article and discuss what they find interesting or surprising. Ask a few students to share with the class what they discussed in their groups.

Project or distribute our critical-thinking questions for students to answer in their groups. Then distribute the activity sheet “Analyzing the Author’s Argument”

**T**here is, of course, nothing wrong with pushing yourself. In fact, it’s the only way to change, to grow, to be the best that you can be. The saying “no pain, no gain” is totally true.

But.

There’s pain, and then there’s pain. If you push yourself too hard, you can end up in trouble. This is certainly true in the world of youth sports, where “warrior culture” has become pervasive, and many kids feel pressure to put winning above all else—to push themselves not just to their limits, but past them.

In “Dazzle and Danger,” we introduce your students to Gabby Taylor. After suffering a cheerleading injury that left her right arm paralyzed, she has become an advocate for safety in youth sports. We are honored to share her story with your students.



for students to complete individually. (Also makes great homework!)

Next, show our video, which features an interview with Gabby. Ask: (1) What new information did the video provide? (2) Where in the article could this information be incorporated? Then project the video-discussion questions and answer them as a class.

Return to the motto “no pain, no gain.” Ask students what the author’s view of this motto is. Has the article changed any of their minds about this motto? Be sure to talk about the fact that “no pain, no gain” isn’t necessarily bad—there is almost always some pain (whether

physical or mental) required to achieve anything significant.

“No pain, no gain” only becomes dangerous when taken too far.

Finally, have students answer the writing prompt on page 8.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### CRITICAL-THINKING

**QUESTIONS:** See page T-5

#### VIDEO-DISCUSSION QUESTIONS

**ANALYZING THE AUTHOR’S  
ARGUMENT:** Students examine how the author builds her case.

#### CONTEST ENTRY FORM



## No Pain, No Gain: Healthy or Harmful?

As an alternative to this lesson, use our awesome multimedia digital lesson to give your students a more nuanced understanding of warrior culture in youth sports. Find it at Scope Online.



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available as a PDF (without answers) to use for small-group discussion or as a writing activity.

\* **1 How would you describe author Kristin Lewis's attitude toward Gabby? Explain.** (tone) Lewis seems sympathetic and admiring of Gabby.

She portrays Gabby as a dedicated young athlete who pushed through pain for the sake of her teammates. Lewis also describes Gabby's pain, which suggests that Lewis wants to evoke sympathy for Gabby. Near the end of the article, Lewis writes that Gabby "has discovered her extraordinary strength."

**2 According to the article, why are today's cheerleaders in danger?** (text evidence) They often perform on hard surfaces and don't wear protective gear, and the high level of competition is pushing girls to perform risky stunts. Also, cheerleaders have embraced "warrior culture," a mentality that encourages athletes to push themselves too hard.

\* **3 What can you infer is the author's opinion of warrior culture? Explain.** (tone) The author disapproves of warrior culture and thinks it is dangerous. She states that it has contributed to injuries, and quotes Gabby as saying that doctors told her she might have recovered if she had stopped after the first time the stunt went wrong.

\* **4 How does the author send her message about warrior culture to not only cheerleaders, but other readers as well?** (author's craft) She says the warrior-culture mentality "is held by all kinds of athletes" and gives examples of various types of athletes playing with injuries. She says Gabby is trying to send a message to young athletes, not just to cheerleaders.

\* **5 Do you think cheerleading competitions should restrict risky stunts? Why or why not?** (opinion) Students may say yes, because that would likely cut down on the number of catastrophic injuries. Or students may say no, there are other ways of making cheerleading safer (following safety guidelines, teaching kids to listen to their bodies) without making it less exciting or less challenging.

\*supports featured skill

### ACTIVITY SHEETS

#### WORDS AND DEFINITIONS:

Print or project vocab words from the article

#### VOCABULARY PRACTICE:

Because reinforcement matters

#### "READ, THINK, EXPLAIN":

Looking for a self-guided, scaffolded activity to build reading-comprehension skills and strategies? This is it.

**QUIZ:** A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive/digital versions.

**GRAPH-READING:** Questions about the graphs on page 7



What can we say?  
We've got a lot of  
ideas for you.

### VIDEO PROJECT

Have students work in small groups to create short public service announcement-style videos encouraging other kids to reject warrior culture. Students should draw on information in "Dazzle and Danger," but the videos do not need to refer to Gabby Taylor.



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).



# THE BIRTHMARK



**THE QUEST FOR  
PERFECTION IS SURE TO  
END IN DISAPPOINTMENT—  
OR WORSE!**



## THEME

**W**rite this question on the board: *Is it good to try to be perfect? Why or why not?* Give students five minutes to write an answer. (Great chance to review paragraph writing!) Have three students read their responses and discuss them as a class.

Next ask: *Is striving for perfection the same as striving for excellence?* Discuss.

Tell students they are going to read a play about a man who obsesses over perfection—with deadly consequences. Then ask a student to read aloud the As You Read box on page 18.

Explain to students that this play includes features of a drama

intended to be acted out onstage: Stage Direction Readers describe theatrical elements, and James, at times, speaks directly to the audience. (This is called an aside.)

Assign parts and read the play aloud as a class. After reading, divide students into small groups. Return to the As You Read question and give students a few minutes to discuss it in their groups. Challenge students to find the line that most directly answers the question (and also suggests the theme of the play). (*James's final line: "What folly it is to worry about life's little imperfections."*)

Next, have students read "The Fight for Real Beauty" in their

**W**hile working on this adaptation of Hawthorne's story about the dangers of pursuing perfection, we found this quote from Tolstoy's *Anna Karenina*: "If you look for perfection, you'll never be satisfied." So true—and yet, so many of us constantly berate ourselves, or others, for failing to live up to impossible standards. Kids are not immune to this unfortunate habit—especially when it comes to appearance. All those magazines full of Photoshopped images of models whose bodies, skin, and hair are more "perfect" than those of any actual human being, can't be helping. Julia Bluhm, 14—whose story follows the play—is campaigning against the use of such images. We hope she and Hawthorne will help your students see that they are *perfect* as they are, birthmarks (or zits, or whatever) and all.



groups. Ask each group to come up with one sentence stating the article's central idea. (*Answers should be similar to "Bluhm is fighting false images of perfection that negatively affect teens."*)

Project or distribute our Critical-Thinking Questions for students to answer in their groups. Finally, ask students to respond to the writing prompt on page 21.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

**CRITICAL-THINKING  
QUESTIONS:** See page T-7  
**CONTEST ENTRY FORM**



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available online as a PDF (without the answers) to use for small-group discussion or as a writing activity.

- \* **1 In Scene 1, how do the two gentlemen guests regard Georgiana's birthmark? Do they think it ruins her beauty? Support your answer with details from the play.** (theme) The gentlemen see Georgiana's birthmark as part of her beauty, not a detraction from it. Gentleman 1 says that Georgiana's beauty is perfect, and Gentleman 2 says that the birthmark looks like the handprint of a tiny fairy, which suggests that he sees the birthmark as charming.
- \* **2 How does Aylmer's obsession with Georgiana's birthmark affect their relationship? Support your answers with details from the play.** (theme) Aylmer's obsession with Georgiana's birthmark makes the couple miserable and ruins their marriage. Aylmer is so focused on the birthmark that he fails to appreciate Georgiana's love and sweetness. He looks at her in disgust when she wishes him a merry Christmas and a happy anniversary. Aylmer also becomes blind to Georgiana's physical beauty; he is able to see only her flaw.
- \* **3 Georgiana tells Aylmer, "You've rejected the best the earth could offer." What does she mean?** (theme) She means that nothing in nature, including human beings, can meet Aylmer's unreasonable standards of perfection.
- \* **4 This story is not realistic—the chances of dying from having a birthmark removed are very slim. By having Georgiana die, what is Hawthorne saying about perfection? Explain.** (theme) Hawthorne is saying that it is impossible to be perfect, and it's dangerous to attempt. James says, "That mark was the bond between body and soul." He means that Georgiana died because her flaw was an essential part of her. Hawthorne is saying that people simply don't, and can't, exist without flaws.
- \* **5 What can you infer about how Julia Bluhm would like teens to see themselves? In what ways are Aylmer's and Julia's views of perfection different?** (compare and contrast) You can infer that Julia would like teens to accept themselves as they are. Aylmer is obsessed with perfection; for him, imperfection is intolerable. Julia realizes that perfection (or at least physical perfection) is an unattainable goal.

\*supports featured skill

## ACTIVITY SHEETS

### WORDS AND DEFINITIONS:

Print or project vocab words from the play before students encounter them in context.

### VOCABULARY PRACTICE:

Because reinforcement matters

**QUIZ:** A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive versions.

### IDENTIFYING LITERARY ELEMENTS AND DEVICES:

This self-guided activity helps students identify aspects of character, elements of plot, figurative language, and more.



What can we say? We've got a lot of ideas for you.

## DEFINING BEAUTY

Ask students the meaning of the expression "Beauty is in the eye of the beholder." Then ask them if they think standards of beauty vary from one culture or time period to another. Have students work in groups to research how standards of beauty vary through time and among various cultures. Each group should create a slide show based on their research and share it with the class.



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).

# 2013 Scholastic Student Publishing Contest

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YOUNG  
WRITERS**

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\*subject to change

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177-SDM-12

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