


**TEACHER'S  
EDITION**

# SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with  
read<sup>®</sup>

**MAY 6, 2013**

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**ISSUE  
DATE**
**SEPT 3**
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## Let's Keep in Touch!

The school year is drawing to a close (can you believe it?!). That means Team *Scope* is busy cooking up great content for next year! Here are a few previews:

- **Amazing Nonfiction Packages:** Disasters, adventures, journeys, and fascinating people to inspire and intrigue. Our goal is simple: to dazzle your students while building key ELA skills.
- **More Differentiation:** We'll be providing even more ways for your students to access our complex texts, including more audio versions of articles and differentiated versions of activities.
- **A Cool New Grammar Approach:** We will be modeling key grammar concepts in our stories and following up with great activities online. And keep an eye out for our adorable new grammar videos!
- **Greater Common Core Alignment:** New webquests, research activities, and small-group work designed to build big-thinking skills.

Over the summer, as we plan for the coming year, please send us your ideas and comments. We'd love to hear from you.

Have a wonderful summer!

Kristin Lewis, Editor, [KELewis@scholastic.com](mailto:KELewis@scholastic.com)


**DON'T  
MISS  
THIS!**

This issue's incredible digital lesson asks students to use our paired texts—on Laura Dekker and other modern-day teen adventurers and on 13th-century explorer Marco Polo—to answer the essential question, "What drives the human spirit of adventure?"



## 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: Before They Were Famous”	Students practice the correct usage of <i>who’s</i> and <i>whose</i> while learning about the childhoods of three celebrities.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-8</b> “The Burning Town”	An underground coal fire has turned Centralia, Pennsylvania—once a thriving mining town—into a ghost town. This gripping article explains how a chain of events dating back hundreds of millions of years led to a 12-year-old boy’s brush with death and the demise of Centralia.	<ul style="list-style-type: none"> <li><b>Featured Skills:</b> cause and effect; close reading</li> <li>Text evidence</li> <li>Nonfiction text features</li> </ul>
<b>Paired Texts, pp. 9-14</b> “Extreme Teens”	At 16, Laura Dekker became the youngest person to circumnavigate the world alone in a sailboat. She is one of many teens who are risking their lives to push the limits of their endurance. Should somebody stop them? Laura’s story is paired with a profile of one of history’s most famous teen adventurers: Marco Polo.	<ul style="list-style-type: none"> <li>Making connections between two nonfiction articles</li> <li>Key ideas and details</li> </ul>
<b>Readers Theater Play, pp. 15-19</b> <i>The Sword in the Stone</i>	Sixth-century Britain is in chaos after the death of King Uther Pendragon. To find the realm’s next leader, the sorcerer Merlin creates an unusual test. This classic story of the teenage King Arthur will prompt your students to consider the power of legends.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> analyzing a legend</li> <li>Text evidence</li> <li>Making connections between fiction and nonfiction</li> </ul>
<b>Debate/Essay Kit, pp. 20-21</b> “Should Barry Bonds Be in the Hall of Fame?”	This year, for only the second time since 1971, no living candidates were admitted to baseball’s Hall of Fame. Should top athletes who have used illegal steroids be kept out? Students read arguments on both sides of the debate, then take a stand.	<ul style="list-style-type: none"> <li>Supporting an argument</li> <li>Identifying central ideas and details</li> </ul>
<b>Grammar/Editing, pp. 22-23</b> The Lazy Editor: “Could He Really Survive This Explosion? (No.)”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about how the explosions commonly seen in action movies would affect us in the real world.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> <li>Revision</li> </ul>
<b>You Write It, p. 24</b> NEW! “Why Pigs Rule”	Students use our adorable infographic to write a short paragraph about why potbellied pigs make great pets. A sneak preview of a fun and engaging new activity you’ll see in <i>Scope</i> next year.	<ul style="list-style-type: none"> <li>Central idea and details</li> <li>Understanding visual text</li> <li>Structuring a paragraph</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>•  More practice with <i>who's</i> and <i>whose</i></li> </ul>		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> <li>• <b>Audio:</b> Hear the article read aloud!</li> <li>•  Close-reading questions</li> <li>•  Cause-and-effect graphic organizer</li> <li>•   Multiple-choice and short-answer quiz</li> <li>•  Critical-thinking questions</li> </ul>	<ul style="list-style-type: none"> <li>•  “Read, Think, Explain”: identifying nonfiction elements</li> <li>•  Vocabulary: definitions and practice</li> <li>•  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, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 3, 6, 11, 12
<ul style="list-style-type: none"> <li>• <b>Digital Lesson:</b> “The Spirit of Exploration”</li> <li>•  Themed Vocabulary: words related to adventure</li> <li>•   Multiple-choice and short-answer quiz</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R7, R9, R10, W2, W4, W9, SL1, SL2, L3, L4, L5, L6 NCTE/IRA: 1, 3, 6, 11, 12
<ul style="list-style-type: none"> <li>•  Analyzing a legend: “The Legendary King Arthur”</li> <li>•   Multiple-choice and short-answer quiz</li> <li>•  Critical-thinking questions</li> </ul>	<ul style="list-style-type: none"> <li>•  Literary elements and devices</li> <li>•  Vocabulary: definitions and practice</li> <li>•  Writing-contest entry form</li> </ul>	Common Core ELA Anchor Standards: R1, R2, R3, R5, R9, R10, W2, W4, W9, SL1, L3, L4 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> <li>•  Guided writing: the argument essay</li> <li>•  Vocabulary: definitions and practice</li> <li>• Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R4, R5, R6, R8, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> <li>•  Parallelism</li> <li>•  Ambiguous pronouns</li> <li>•  Avoiding texting shortcuts and slang in formal writing</li> </ul>	<ul style="list-style-type: none"> <li>•  Avoiding unnecessary uses of the verb “to be”</li> </ul>	Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li>•  Guide to “You Write It” activity</li> <li>•  Model text for “You Write It” activity</li> </ul>	<ul style="list-style-type: none"> <li>•  Writing-contest entry form</li> </ul>	Common Core ELA Anchor Standards: R2, R7, W1, W4, SL2, L1, L2 NCTE/IRA: 1, 3, 4, 5, 6
<ul style="list-style-type: none"> <li>•  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**.

# THE BURNING TOWN



A boy is hanging out in his grandmother's backyard when suddenly, the earth beneath his feet opens up, swallowing him whole. So begins "The Burning Town." It sounds like a horror story—and in many ways, it is. But the story of Centralia, a small Pennsylvania town that was destroyed by an underground coal fire, is so much more than that. It's a story about time, and how a chain of events can span millions of years. It's a story about energy and the changing role of coal. It's a story about the environment—how we affect

## HOW AN UNDERGROUND FIRE HAS BEEN BURNING FOR MORE THAN 50 YEARS

it and how it affects us. And it's a story about human nature—a rather disturbing illustration, it could be argued, of the saying "out of sight, out of mind." We know your students will find much to ponder in this fascinating article.



## CAUSE AND EFFECT/ CLOSE READING

**B**egin by asking a student to read aloud the As You Read box. Then read the article aloud as students follow along. Pause after each section to discuss any tricky vocabulary as well as to pose the questions below (find them in a PDF, and answers, online):

1. Introduction: What makes this section suspenseful?
2. "The Fire Beneath": What does this section reveal about the fire?
3. "The Very Beginning": What is a central idea of this section?
4. "When Coal Was King" and "A Bustling Town": How has coal benefited and harmed us?
5. "Heated Debate": To what does the author compare the fire? What

do you think he was trying to say about the fire through this simile?

6. "Awful Scary": What does the detail about Todd's claustrophobia tell you about how his accident affected him?

7. "Ghost Town": What is the tone?

The next day, break students into groups to read the article again. Make sure they study the graph and answer the question. (*In the past, coal was used for heat and to power factories, ships, and railroads. Today, coal is used mainly for electricity.*)

Distribute our Causes and Effects activity sheet for students to complete in groups. Review answers as a class. Then have a student read the writing prompt on page 8.

Discuss the meaning of *cost*. Make sure students understand that *cost* can refer to anything one loses—time, happiness, health, life, etc.

Next, ask students to consider how they can use their Causes and Effects activity sheets to help them answer the writing prompt. (*Many effects of the fire could also be considered its costs.*) Have students answer the prompt as homework.

### ACTIVITY SHEETS FOR THE FEATURED SKILLS

**CLOSE-READING  
QUESTIONS  
CAUSES AND EFFECTS  
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 as a PDF (without answers) to use for small-group discussion or as a writing activity.

## **1 Why do you think the author begins the article with the moment Todd falls into the sinkhole? What is the tone?**

(author's purpose/tone) The author likely begins the article this way to draw readers into the story and to introduce the serious nature of Centralia's fire. The tone is dramatic ("suddenly"), foreboding ("strange vapors"), tense ("it was no use"), etc. The author also creates this tone by repeating words ("down, down, down") for dramatic effect.

## **\* 2 Describe how the article is organized in terms of time. Why might the author have covered such a wide span? (text structure)**

The article starts in 1981, goes back 300 million years, jumps to the 19th century, and continues through to today. This structure emphasizes the large number of events that contributed to Centralia's demise. It also puts the fire into historical context, both Earth history (how coal was formed) and human history (how the Industrial Revolution led to the town's formation).

## **\* 3 What problems did the fire cause before Centralia was evacuated? Why did officials finally decide to order an evacuation? (cause and effect)**

The fire created sinkholes, caused residents to become ill from inhaling toxic gas, overheated gas tanks and furnaces, and led to high levels of carbon monoxide in people's homes. Officials decided to evacuate because the fire couldn't be stopped, and it had become too dangerous to live in Centralia.

## **4 What literary device appears in the last sentence? What effect does it create? (literary devices)**

The last line contains personification, referring to Centralia as a person who has died. It evokes sadness and communicates the idea that although Centralia's residents have not literally died, the lives they led in Centralia have ended.

## **5 Why is Todd's accident a turning point in the story of Centralia? (text structure)**

Before Todd's accident, people largely ignored the fire, because "aboveground, Centralia looked normal." After the accident, "the fire was all anyone could talk about." It seems that the accident scared people into facing the facts about how dangerous Centralia had become.

\*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 nonfiction reading 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.



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

## **TV SPOT**

Have students work in groups to create videos about Centralia today. Each group should imagine its video will be a segment on a Travel Channel show called "Ghost Towns." Students should summarize Centralia's history and warn potential tourists about its dangers. Each video should feature a host, who can perhaps interview students portraying former Centralia residents and/or residents of a nearby town. Encourage the use of dramatic music and special effects!

**DON'T MISS OUR AUDIO  
VERSION OF THIS ARTICLE!**



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

# THE SWORD IN THE STONE



**THIS FAMOUS LEGEND  
WILL LEAVE YOUR  
STUDENTS SPELLBOUND**

**W**e found ourselves pondering a few questions about this classic story. Thinking your students might ponder them too, we wrote a little FAQ:

**Q:** Why didn't Igraine take over for Uther when he died?

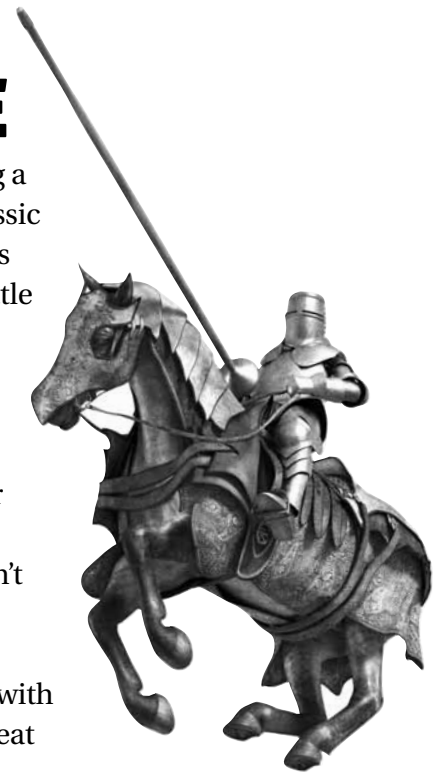
**A:** She did not have royal blood, and women were not rulers back then. For kings, it was all about having a son.

**Q:** If Merlin was so powerful, why didn't he just wave his wand and make the Saxons disappear?

**A:** That wouldn't have been in accord with history. Also, while Merlin did have great powers, they were not unlimited.

**Q:** What does this story say about fate?

**A:** It exists—but sometimes it needs a little help from a wizard.



## ANALYZING A LEGEND

**B**egin by asking students “What is a *legend*?” (It’s a story, passed down through time, about an extraordinary person or place. It is presented as historical, although it may or may not be true—or some parts of it may be true while others are made up.)

Next ask students to brainstorm reasons we have legends, or why we had them in the past. Possible answers include: to inspire us, to teach us how to behave, to entertain us, and to pass on knowledge. Then tell students that legends often reflect the values or beliefs of the culture from which they come. Ask students why this might be. (People want to pass on

stories that support their beliefs and values.)

Have students open their magazines to the play, and invite a student to read aloud the As You Read box. Assign parts and read the play as a class. Then ask a student to read aloud “Did King Arthur Really Exist?” on page 18.

Next, break students into small groups to discuss the question “What makes *The Sword in the Stone* a legend?” Invite the groups to share their ideas with the class. (Answers may include: It’s about an exceptional person from the past; Arthur may or may not have been real, and certain parts of the story are definitely made up; it reflects

cultural beliefs about what a good King is like.)

Project or distribute the critical-thinking questions. Have students answer them in small groups.

Then distribute our activity sheet “The Legendary King Arthur,” which prepares students to respond to the writing prompt on page 19.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### CRITICAL-THINKING

**QUESTIONS:** See page T-7

#### THE LEGENDARY KING

**ARTHUR:** Supports the writing prompt on page 19

#### 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, Merlin says, "I will see that all happens as planned." Why is this line an example of foreshadowing? To what plan is Merlin referring?** (foreshadowing/central idea) This line foreshadows Merlin's creation of the sword in the stone as a way to bring Arthur to the throne. The plan is for Arthur to become King.

**2 After Uther Pendragon dies, what problems arise in England?** (cause and effect) Noblemen begin to fight over who should be King. Britain cannot defend itself against the invading Saxons because it is in chaos, lacking a leader.

\* **3 Compare and contrast Arthur and Sir Kay in Scene 3. What does this scene reveal about Arthur and his ideas about leadership?** (character) As they ride past destroyed villages, Arthur expresses concern for Britain, while Sir Kay talks about his excitement about the tournament. The scene reveals that Arthur is compassionate and thoughtful. He says, "Surely it takes more than skill on a horse to be a true leader," which suggests that he believes a good leader should have a range of skills—not just strength or physical ability.

\* **4 What is the purpose of the sword in the stone? Do you think Arthur would have become King if Merlin had not created the sword in the stone?** (text analysis) The purpose of the sword in the stone is to prove to the people of Britain that Arthur is their true King. Everyone got a chance to pull the sword from the stone, but no one except Arthur could. Some students may say that Arthur would have become King anyway, because it was his destiny. Others may say that the people would never have accepted Arthur as King without the sword in the stone, because it demonstrated Arthur's rightful claim to the throne.

\* **5 The last line states that Arthur becomes "the greatest King that Britain has ever known." Which details in the text tell you what he does as King?** (text evidence) The narrator tells us that Arthur keeps his promises to drive out the Saxons, rebuild villages, and make Britain a safe, peaceful place to live—a "heaven on Earth."

\*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.

## WRITE A MODERN-DAY LEGEND

As a class, brainstorm a list of American beliefs and values. Then divide the class into groups. Ask each group to write a brief legend about someone exceptional who reflects American beliefs and values. Encourage students to invent details or "adjust" the truth to make their stories more reflective of our cultural values or more entertaining. Invite groups to share their legends with the class.



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