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ON OUR MINDS: VISITING YOU!

One of the best parts of my job as editor of *Scope* is getting to visit classrooms. I love meeting teachers and students and seeing *Scope* in action. I always feel completely inspired after a school visit—and utterly humbled by the incredible work you all are doing.

As much as I love visiting schools, teachers often tell me how much *they* love exposing their classes to professional editors and writers. That's why I'm thrilled to tell you about our new **Author Talk video**, which lets you beam a great writer directly into your classroom! In the video, *Scope* Editorial Director Lauren Tarshis takes your students behind the scenes of this issue's gripping narrative nonfiction feature, "Out of the Tornado," explaining why and how she wrote it. (We also provide discussion questions for the video. Turn to page T-4 for details.)

Look for more Author Talk videos throughout the year—and let me know what you think of them! E-mail me anytime at **KELewis@scholastic.com**.



Kristin Lewis, Editor

P.S. If you'd like *Scope* editors to visit your classroom—in person or via Skype—drop me a note. I'd love to meet you!



DON'T
MISS
THIS!

AUTHOR TALK: LAUREN TARSHIS ON "OUT OF THE TORNADO"

Go behind the scenes of this issue's incredible narrative-nonfiction feature with author Lauren Tarshis!



Find us online at www.scholastic.com/scope.

SCOPE AT-A-GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Favorite Aliens”	Students practice the correct use of <i>number</i> and <i>amount</i> while learning fun facts about aliens.	• Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Out of the Tornado”	The harrowing story of students who lived through the tornado that devastated Henryville, Indiana, is paired with a beautiful poem by Irene Latham. BONUS VIDEO: Lauren Tarshis talks about her experience visiting Henryville and writing the article.	<ul style="list-style-type: none"> • Featured Skill: Key ideas and details • Making connections between texts • Poetry analysis • Acquiring new vocabulary
Debate/Essay Kit, pp. 10-12 “You Danger”	Many kids are risking their health and even their lives to create stunt videos to post on YouTube. Should YouTube ban these videos? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> • Supporting an argument • Identifying main idea and details
Readers Theater Play, pp. 13-18 <i>Sherlock Holmes and the Case of the Speckled Band</i>	Wild animals, a mysterious whistle, a bloodcurdling scream in the night—can Sherlock Holmes crack the case before someone, or <i>something</i> , kills poor Helen Stoner? We pair this delightful adaptation of Sir Arthur Conan Doyle’s classic short story with a fictional modern-day mystery.	<ul style="list-style-type: none"> • Featured Skill: Analyzing character • Key ideas and details • Making inferences • Literary elements • Acquiring new vocabulary
Paired Texts, pp. 19-21 “The History of Yum”	An article about the origins of the Hershey chocolate company is paired with an article about how the movie <i>E.T.</i> boosted sales of Reese’s Pieces.	<ul style="list-style-type: none"> • Making inferences • Making connections between texts • Acquiring new vocabulary
Grammar/Editing, pp. 22-23 The Lazy Editor: “What Killed the Birds of Beebe?”	Students correct grammar errors and revise sloppy writing in a nonfiction article about the totally creepy phenomenon of sudden mass animal death.	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 24 “Compassionate Competition”	Students write a short article based on our interview with Meghan Vogel, who helped an opponent over the finish line during a track meet.	<ul style="list-style-type: none"> • Identifying main idea and details • Summarizing
Whole Issue	A crossword puzzle that covers this issue.	• Reading comprehension

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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39 CLUES WRITING CONTEST. WIN A TRIP TO EUROPE! WWW.SCHOLASTIC.COM/READINGCLUB/THE39CLUES

ONLINE RESOURCES (www.scholastic.com/scope)		KEY STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>number</i> and <i>amount</i> 		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> • Video: “Author Talk: Lauren Tarshis on ‘Out of the Tornado’” • Digital Lesson • Audio: Reading of the poem “The Tornado” • PW Identifying text evidence • PW Poetry analysis • IW PW Multiple-choice and short-answer quiz • PW Video discussion questions • PW Critical-thinking questions • PW Identifying nonfiction elements • PW Themed vocabulary • PW Writing contest entry form • Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, W2, W4, W9, SL1, SL2, L4, L5, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> • PW Guided writing: The argument essay • PW DIY Vocabulary 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, W1, W4, W5, W9, SL1, L1, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> • PW Character analysis and making inferences • IW PW Multiple-choice and short-answer quiz • PW Critical-thinking questions • PW Literary elements and devices • PW Vocabulary: Definitions and practice • PW Writing contest entry form • Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R8, R7, R9, W1, W3, W4, SL1, SL2, L1, L2, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 8, 11, 12
<ul style="list-style-type: none"> • IW PW Multiple-choice and short-answer quiz • PW Graphic organizer • PW DIY Vocabulary • Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R7, R9, W2, W4, W9, L4, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> • PW Avoiding run-on sentences • PW Punctuating quotations • PW Using commas with introductory words, clauses, and phrases • PW Transitions 		Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> • PW Guide to “You Write It” activity • PW Model text for “You Write It” activity • PW Punctuating quotations • PW Writing contest entry form 		Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> • PW Reading-comprehension crossword puzzle 		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**.

OUT OF THE TORNADO



AN ARTICLE, POEM, AND VIDEO MAKE A GREAT CROSS-GENRE LESSON

Most of the time, we go out into the world and look for stories that will interest, inform, and inspire our readers. In the case of “Out of the Tornado,” though, the story came to us. As she explains in her introduction to the article, *Scope* Editorial Director Lauren Tarshis received an e-mail from three kids who survived the devastating tornado that struck Henryville, Indiana, last March. They asked Lauren if she would write their story. She did, and your students will find the resulting article absolutely riveting as they learn about the tornado through the experiences of kids their own age.

Along with the article, we’ve provided a first-person account from a teen who survived the tornado, a poem, and an “Author Talk” video.



KEY IDEAS AND DETAILS

Begin by previewing the photos, captions, map, and text features. Ask: Why is it useful to read about an event from multiple points of view and in different genres? (*You get a comprehensive understanding of what happened.*)

Next, have a student read aloud the introduction on pages 4-5. Ask: Why might someone want to have his or her story told? Then set the purpose for reading by having a student read aloud the As You Read box on page 4.

Divide the class into groups to read and discuss the article, including the first-person account on page 7. Give each group a few

moments to share its impressions with the class. Then give each group a copy of the activity sheet “A Tornado’s Effects,” which will help students organize text evidence to use in their responses to the writing prompt on page 9.

Show the video “Author Talk: Lauren Tarshis on ‘Out of the Tornado,’” then project the PDF “Video Questions” and discuss the questions as a class. Give students a moment to add details from the video to “A Tornado’s Effects.”

Now have a student read aloud the poem on page 9. Project or distribute our poetry-analysis activity to help students explore the poem and how it relates to

the article. Give students time to add details from the poem to “A Tornado’s Effects.”

Students will then be ready to respond to the writing prompt on page 9, using evidence from the article, video, and poem.

PRINTABLE ACTIVITY SHEETS FOR THE FEATURED SKILL

A TORNADO’S EFFECTS:

Students identify text evidence.

VIDEO QUESTIONS: For discussion after viewing

POETRY ANALYSIS: Multiple-choice and short-answer questions on “The Tornado”

CONTEST ENTRY FORM: For use with the contest on page 9



TORNADO STORIES

Explore the featured skill with our awesome digital lesson plan, which includes everything in the lesson on the opposite page in an easy-to-use format with step-by-step instructions and links!



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 What details tell you that March 2 began as a regular day? Why does the author include these details?** (text evidence/author's purpose) Lyric says, "It was just an ordinary day"; students followed a normal schedule and performed normal classroom activities; Dayna forgot about the weather report. The author probably included these details to set the scene, to create a stark contrast with the violence of the tornado, and to emphasize how quickly an ordinary day can become extraordinary.

2 What did people do as the tornado approached? What does this tell you about the community of Henryville? (making inferences) Teachers helped students get on buses and into cars; families hurried into shelters; school staff members took care of students whose parents weren't home. You can conclude that community members looked out for one another.

3 How are the author's introduction and the section "Lessons From a Disaster" different from the rest of the article? (point of view) These sections are written in first-person point of view. They convey the author's personal thoughts and emotions.

4 What is the tone of Cody Gray's account? What establishes the tone? (tone) Terrified; details of what happened (the windows breaking, the house shaking, the walls cracking, etc.) and descriptions of Cody's and his family's thoughts and actions (they were "crying and praying," Cody was sure the house would collapse) establish the tone.

5 "Together/we sift through rubble/to shape a new story." To which section of the article do these lines from the poem relate? Explain. (making connections between texts) The lines describe recovery from the tornado and relate to the section "Lessons From a Disaster," which describes the Henryville students' process of recovery.

*supports featured skill

PRINTABLE ACTIVITY SHEETS

THEMED VOCABULARY:

Exploring the differences between words for *destruction*
IDENTIFYING NONFICTION ELEMENTS: 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.



Go to Scope Online for our reading of Irene Latham's poem "The Tornado."



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

WRITING POETRY

Irene Latham based "The Tornado" on our nonfiction article. Invite students to write their own poems based on an article, using "The Tornado" as a model. Go to Scope Online for recommended articles from our archive for students to use.



Find all activity sheets and other support materials at www.scholastic.com/scope.

SHERLOCK HOLMES AND THE CASE OF THE SPECKLED BAND



YOU CAN'T GO WRONG WITH
A CLASSIC SHERLOCK
HOLMES MYSTERY!



ANALYZING CHARACTER

After assigning roles, invite one student to read aloud the As You Read box on page 14. Then perform the play as a class. Check comprehension by projecting or distributing our rigorous Critical-Thinking Questions (also listed on the opposite page).

The writing prompt on page 18 asks students to write a scene in which Holmes solves the case described in our fictional *Indiana Gazette* article. To complete the activity, students must understand Holmes's character, draw conclusions from text evidence in order to solve the mystery, and write in play format.

To prepare, project or distribute the activity sheet "The Sherlock Holmes Way." Break your class into groups to discuss the questions in Part I, in which students identify Holmes's character traits. Invite each group to share its ideas with the class.

Next, have each group read the article on page 18. Direct students to look for clues the same way Holmes does. For scaffolding, use Part II of "The Sherlock Holmes Way." Who do they think is guilty and why?

Now students are ready to write their scenes. (We recommend this as a group activity.) Discuss the elements they should include:

script format, narrators, dialogue, and details that convey the character traits students identified. For help, students can refer to their completed activity sheets.

Encourage your class to enter their scenes in our contest. We are accepting written scenes as well as video performances!

PRINTABLE ACTIVITY SHEETS FOR THE FEATURED SKILL

THE SHERLOCK HOLMES

WAY: Students analyze Holmes's character and use logic to solve a fictional crime.

CONTEST ENTRY FORM: For use with the contest on page 18



PACIFIC PHOTOS/NEWSCOM (DANIEL RADCLIFFE); PHOTOPRESS/ZUMA PRESS/NEWSCOM (WILL SMITH); CHRISTOPHER PULK/ULIY IMAGES (TAYLOR SWIFT); JASON MERRITT/GETTY IMAGES (WILEY CYRUS); MOLAND FENGKOV/STARFACE/POLARIS IMAGES (BRAD PITT); IMAGO/FUTURE IMAGES/NEWSCOM (WILL SMITH)



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 Why does Helen Stoner come to see Sherlock Holmes? How does Holmes respond to her story, and what does this show about him?** (analyzing character) Helen is afraid she will be killed in the same way as her sister. Holmes remains calm but acts swiftly, showing that he is level-headed and cares about helping his client.

* **2 In the first three scenes, what points to Dr. Roylott as the murderer? How does Holmes react to this information?** (inference) Dr. Roylott seems suspicious because he beat a man to death in India, he "went to pieces" after his wife's death, he won't inherit as much money if Helen and Julia marry, and he is violent and threatening in Holmes's parlor. Holmes collects this information, but he doesn't jump to conclusions. There are other possible culprits: the wild animals on the property and the Gypsies who camp outside. Holmes waits until he can put together solid evidence.

3 What are some of the keen observations Holmes makes at Stoke Moran? (supporting details) The renovations in Helen's room could have waited until after Helen's wedding; the ventilator leads to Dr. Roylott's room and a fake bell rope hangs next to it; a loop has been tied into the whip in Dr. Roylott's room; Julia's bed is clamped to the floor.

4 What is "the speckled band"? Why did Dr. Roylott choose it as his murder weapon? (reading comprehension) It is a swamp adder, the deadliest snake in India. Dr. Roylott used it as a murder weapon because its poison is hard to detect in a dead body.

5 The play concludes, "Violence always recoils upon the violent, and the schemer falls into the pit that he digs for another." What does Holmes mean, and how does this quote apply to the case of the speckled band? Do you think Holmes is right? (interpreting text) Holmes means that Dr. Roylott came up with a scheme to murder Julia and Helen, but his scheme—the snake—backfired and ended up killing him. Answers will vary, but students should use examples from other texts or real-life situations to support their opinions.

*supports featured skill

PRINTABLE 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/digital 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.

WRITING MYSTERIES

Invite students to write their own mini mysteries. They should invent a crime, the perpetrator, and a series of clues. They can then write an article modeled on the one on page 18, describing the incident(s) and revealing the clues. Have students exchange papers with a partner and solve each other's mysteries.



Find all activity sheets and other support materials at www.scholastic.com/scope.

TEACHERS' LOUNGE

Drop in for a cup of coffee and a look at our message board!

Have students diagram a "supercell" using the description on page 6. This will help them to better understand the concept. It will also give them another strategy for approaching unfamiliar vocabulary.

—Alison Franz, 7th-grade reading and writing teacher and Scope adviser, Brooklawn Middle School in Parsippany, NJ

Playing charades is a great way for students to demonstrate their understanding of vocabulary words, and it's a lot of fun! Write the words on cards. After a student draws a card, give him or her 30 seconds to think before he or she acts out the word. Randomly select a student from the class to guess the word.

—Mary Blow
6th-grade English teacher and Scope adviser
Lowville Academy Middle School
Lowville, NY

Do you have a tip about using *Scope* or something else to post in the lounge?
E-mail JDignan@scholastic.com.

WWW.ISTOCKPHOTO.COM



LIVE Virtual Visit with J.K. Rowling

Thursday, October 11th, 2012
9:00 A.M. PT/12:00 P.M. ET

REGISTER NOW!

scholastic.com/HPReadingClub

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Spotlight on . . . The Famous Scope Essay Kit

Each issue of *Scope* features a debate that will spark lively discussion in your classroom. And each debate comes with our popular Essay Kit, which will help your students get comfortable writing argument essays. PLUS! We provide two awesome handouts—**Great Transitions** and **Argument-Essay Checklist**.

A step-by-step guide to planning and writing the perfect essay

Find it all at
Scope Online!