



SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with
read¹

MARCH 2014

A SUPPLEMENT TO SCHOLASTIC SCOPE

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

Beyond Lexile

A new approach to text complexity

Last year, many of you asked us to start providing the Lexile levels of *Scope* articles and stories. So we did, because we love you and we want to give you everything you want. But I have always wondered whether a Lexile level can really provide a complete picture of a text's complexity. Isn't it important to consider how much students might already know—or not know—about the topic? Shouldn't the writing style, structure, and themes of the text count for something? And shouldn't the reader task—that is, what each student has to do after reading—be a key factor?

According to the Common Core, the answer to these questions is yes. While quantitative measures like Lexile are a good way to evaluate text complexity, qualitative factors are equally important.

And this is why we now provide a Complexity Factors box with every lesson plan in the Teacher's Guide. This tool is one small example of how we are always adapting our resources to meet your changing needs. So I hope you will keep telling us how we can support you. We are always listening.

Happy teaching!



Kristin Lewis
Executive Editor
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DON'T MISS THIS!

We're so excited about this issue's play, an adaptation of the epic poem *Beowulf*! This riveting drama—especially great for boys—comes with a video to help your students understand the historical context of the tale. Together, the play and the video make for an engaging inference activity.



ATTENTION!

Registration is now required for access to Scope Online.
www.scholastic.com/scope
You can find the access code here on your printed Teacher's Guide.

Questions? Need help?

Please e-mail Customer Service at: maggiecl@scholastic.com
or call 1-800-SCHOLASTIC (1-800-724-6527).

YOUR MARCH ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Loves a Comeback”	Students practice the correct usage of <i>among</i> and <i>between</i> while learning about the major comebacks of a celebrity, a fashion trend, and an animal.	<ul style="list-style-type: none"> • Conventions of standard English
Informational Text and Narrative Nonfiction, pp. 4-10 “Don’t Touch the Water!” and “The Boston Molasses Flood of 1919”	Our thrilling narrative-nonfiction feature brings to life one of history’s little-known disasters, in which a giant molasses storage tank broke apart and unleashed a powerful wave of molasses on a Boston neighborhood. We’ve paired it with a short text about the recent chemical spill in West Virginia.	<ul style="list-style-type: none"> • Featured Skill: Compare and contrast • Interpreting text • Cause and effect • Vocabulary • Author’s craft • Inference • Structure • Literary devices • Descriptive language • Mood
Paired Texts, pp. 11-14 “Is This You?” and “In China, the Test That Determines Your Life”	Relax! This paired-text feature is the synthesizing activity you’ve been looking for. “Is This You?” is an engaging informational text all about stress—what causes it and how to cope. The second article is a newspaper report on the extreme test pressure faced by students in China.	<ul style="list-style-type: none"> • Featured Skill: Synthesizing information • Inference • Text structure • Author’s craft • Key ideas and details • Interpreting text • Text features
Drama, pp. 15-20 <i>The Corpse-Maker</i>	The epic poem <i>Beowulf</i> comes to life in this new <i>Scope</i> adaptation. Our play covers the first section of the poem: Beowulf’s battle with the hideous man-eating monster Grendel.	<ul style="list-style-type: none"> • Featured Skill: Inference • Conflict • Character • Text evidence • Author’s craft • Inference • Key ideas and details
Fiction, pp. 21-25 “Freddie in the Shade”	Pam Muñoz Ryan’s poignant story about a boy coping with change pairs perfectly with Robert Frost’s lovely poem “Nothing Gold Can Stay.”	<ul style="list-style-type: none"> • Featured Skills: Theme, text connections • Inference • Text evidence • Analyzing character • Interpreting text • Symbolism
Debate/Essay Kit, pp. 26-27 “Should We Live Forever?”	Scientists are predicting that future technologies could radically extend our lives. Is that a good thing? Students will consider both sides of the debate and take a stand.	<ul style="list-style-type: none"> • Supporting an argument • Identifying central ideas and supporting details
The Lazy Editor, pp. 28-29 “When Killer Mice Attack”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the unusual way Guam is taking care of its snake infestation.	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 32 “What Keeps Me Going”	Students turn our interview with 15-year-old Winter Vinecki, the youngest person ever to run marathons on all seven continents, into an article.	<ul style="list-style-type: none"> • Summarizing • Central idea and details
Whole Issue	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> • Reading comprehension

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ONLINE RESOURCES (www.scholastic.com/scope)		KEY STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>among</i> and <i>between</i> 		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> • Audio: Hear the articles read aloud • PW Compare Two Disasters • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice • IW PW Quiz 	<ul style="list-style-type: none"> • PW Read, Think, Explain: Nonfiction Elements (two levels) • PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R9, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> • PW Stress Solutions • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice 	<ul style="list-style-type: none"> • IW PW Quiz • PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R4, R5, R9, R10, W2, W4, W9, SL1, SL4, SL5, L3, L4, L6 NCTE/IRA: 1, 3, 4, 5, 8, 11, 12
<ul style="list-style-type: none"> • Video: The Time of Beowulf • Audio: Pronunciation Guide • PW Beowulf: A Hero of His Time • PW Video-Discussion Questions • PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> • IW Vocabulary: Definitions and Practice • IW PW Quiz • PW Identifying Literary Elements and Devices • PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R7, W2, W4, W9, SL1, SL2, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 5, 6, 8, 9, 11, 12
<ul style="list-style-type: none"> • Audio: Hear the poem read aloud • PW Comparing Themes • PW Close-Reading & Critical-Thinking Questions • PW Poetry Activity • IW PW Quiz 	<ul style="list-style-type: none"> • IW DIY Vocabulary • PW Identifying Literary Elements and Devices • PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R9, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 2, 3, 5, 6, 9, 11, 12
<ul style="list-style-type: none"> • PW Guided Writing: The Argument Essay • PW Vocabulary: Definitions and Practice • PW Bonus! Quiz 		
<ul style="list-style-type: none"> • PW <i>There, Their, and They're</i> • PW Parallel Structure 	<ul style="list-style-type: none"> • PW Word Choice Mistakes • PW Redundant Words and Phrases 	Common Core ELA Anchor Standards: R1, W5, L1, 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 	<ul style="list-style-type: none"> • PW Contest Entry Form 	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"> • 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.

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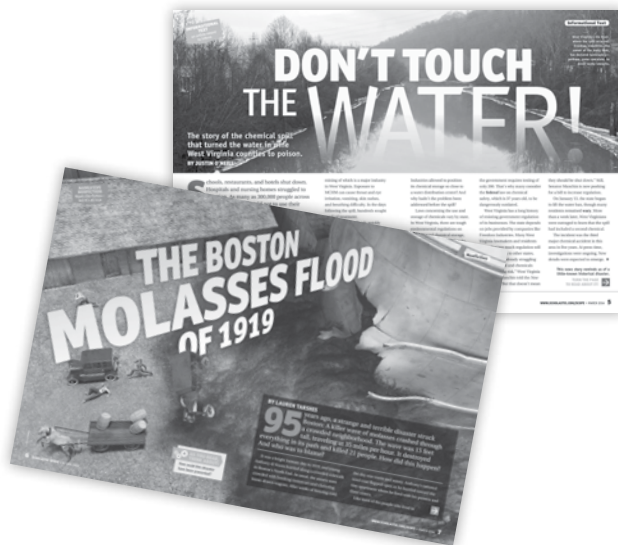
DON'T TOUCH THE WATER! and THE BOSTON MOLASSES FLOOD OF 1919

This exciting story brings to life a little-known disaster, in which a huge molasses storage tank broke apart and unleashed a giant wave of molasses on a Boston neighborhood. We've paired it with a short text about the chemical spill in West Virginia last January.

Teaching Objectives: to compare an event from history with a recent event; to write an essay about what can be learned from human-caused disasters

Featured Skill: compare and contrast

Other Key Skills: interpreting text, cause and effect, vocabulary, author's craft, inference, structure, literary devices, descriptive language, mood



Step-by-Step Lesson Plan

Preparing to Read

1 Preview vocabulary. (5 minutes)

Project or distribute our **Vocabulary** word list and definitions for students to use as a reference as they read. Encourage them to use their new vocabulary as they discuss and write about the texts they are going to read. (You may assign the practice activity for homework.)

Read and Discuss the Informational Text

2 Read "Don't Touch the Water!" (10 minutes)

Read the article aloud to students, pausing to discuss any sections students find interesting or surprising.

(Note: This article is challenging, so students may need to read it more than once.)

3 Discuss the close-reading questions.

(5 minutes) As a class, discuss the following **Close-Reading Questions**, which require students to go back to the text. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► Reread the second paragraph, which begins "Not for showers . . ." Describe its structure and content. Why might the author have chosen to craft the paragraph the way he did? (author's craft) *The paragraph consists of a sentence fragment that lists the activities that were off-limits to people whose water was poisoned. By using a fragment, the author creates a conversational but serious tone—it's like he is leading the reader through the process of thinking about what it means to not be able to use running water "for anything," as he states at the end of the preceding paragraph.*

► On page 5, the author writes, "Little is known about the long-term effects of MCHM on the human body." What is the purpose of this detail? How does it affect the reader's perception of the spill? (inference) *This detail suggests that anyone exposed to MCHM may suffer health problems in the future. The information that the long-term consequences of the spill cannot be predicted makes the spill seem more frightening.*

Read and Discuss the Narrative Nonfiction

4 Read “The Boston Molasses Flood of 1919.”

(20 minutes) Separate students into small groups to read the article. Remind them to look at the captions, subheadings, and photographs as well.

5 Discuss the close-reading questions.

(15 minutes) Have students discuss the **Close-Reading Questions** below in their groups. Walk around the room to guide discussions as needed. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► **In the first section, what is the purpose of the information about World War I and the influenza epidemic?** (structure) *This information puts the molasses disaster in historical context. It tells what the people of the North End had gone through in the recent past and helps the reader understand their emotions. It also evokes the reader’s sympathy and makes the molasses disaster seem all the more tragic.*

► **What aspects of the giant molasses tank bothered residents of the North End? Why didn’t they complain?** (cause and effect) *The tank was ugly, blocked light from the neighborhood, made rumbling noises, and leaked molasses. Residents didn’t complain because they felt powerless against a giant company like USIA. Also, many people mistrusted immigrants at the time; residents thought that no one would listen to them if they complained.*

► **What effect does the repetition of “rat, tat, tat, tat” on page 9 create?** (literary device) *It builds suspense and creates a feeling of impending doom. The reader knows something terrible is coming.*

► **How does the author describe the wave of molasses? What mood does she create?** (descriptive language; mood) *The author uses vivid descriptive language. She explains that the*

Complexity Factors

See how these texts will challenge your students.

PURPOSE: “Don’t Touch the Water!” has a clear purpose: to inform about a recent chemical spill. The purpose of “The Boston Molasses Flood of 1919” is more complex; it tells a dramatic story of one boy and informs about a little-known event in U.S. history.

STRUCTURE: “The Boston Molasses Flood of 1919”: Nonlinear; includes narrative and informational sections. “Don’t Touch the Water!”: Nonlinear; contains cause-and-effect and compare-contrast structures.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Both texts contain some academic and domain-specific vocabulary, such as *emanating* and *distillation*. “The Boston Molasses Flood of 1919” contains figurative language and similes.

KNOWLEDGE DEMANDS: Some knowledge of the early 20th century, economics, and environmental regulations will aid comprehension.

LEXILES: 1000L (“The Boston Molasses Flood of 1919”); 1080L (“Don’t Touch the Water!”)

molasses wave was more destructive than a wave of ocean water. She uses words and phrases like “violent swirl,” “staggering,” and “colossal” to suggest the size and speed of the wave. She shows the wave’s destructive power by listing the things it wrecked—a three-story fire station, houses, cars. The mood is terrifying, urgent, panicky, etc.

► **On page 10, referring to the trial, the author writes, “For the poor immigrants of the North End, it was a big victory.” Why was the trial a “big victory”?** (inference) *The residents had little influence and few resources to fight a big company like USIA. Before the explosion, they felt powerless. Yet they managed to fight for and get justice. Their victory gave them power.*



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

6 **Discuss the critical-thinking questions.** (7 minutes) Bring the class back together to discuss the following **Critical-Thinking Questions**. *These questions (without answers) are also available online as a pdf to print or project.*

CRITICAL-THINKING QUESTIONS

► **How might the 1919 disaster in Boston have been prevented?** *It seems like the disaster could have been prevented quite easily. It was common knowledge that the molasses tank was poorly built. It made strange groaning noises for years before it broke. If the tank had been properly built and maintained, the spill may never have happened.*

► **Should companies like Freedom Industries and the USIA be held responsible for disasters like the chemical spill and the molasses flood?**

Explain. *Answers will vary. Students may say yes, if an item made by a company malfunctions or breaks, causing a disaster, then that company should be held responsible.*

ESSENTIAL QUESTIONS

- Do the powerful have a responsibility to take care of the powerless?
- What does it mean for history to repeat itself? Why does this happen?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that explore the relationship between humans and the environment:

- The Legend series by Marie Lu
- *Frankenstein* by Mary Shelley
- *Flush* by Carl Hiaasen

Featured-Skill Activity

7 **Compare and contrast the texts.** (15 minutes) Distribute our **Compare Two Disasters** graphic organizer, which will prepare students to respond to the writing prompt on page 10. We recommend assigning this activity as homework.

Differentiated Performance Tasks

8 You will find a writing prompt on page 10. Below are alternate tasks for lower- and higher-level students.

Lower-level: In one paragraph, explain what caused the molasses disaster, as well as how it affected the people of the North End. Use text evidence to support your answer.

Higher-level: Do you think it is important to investigate disasters like the ones in Boston and West Virginia? Why or why not? Answer this question in three paragraphs. Use text evidence from both articles in your response.

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

AUDIO: Hear the articles read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Compare Two Disasters*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Read, Think, Explain: Identifying Nonfiction Elements (two levels available)
- Contest Entry Form

*Supports the lesson plan

scholastic.com/scope

IS THIS YOU? and IN CHINA, THE TEST THAT DETERMINES YOUR LIFE

After reading the first article in our pairing, your students will be experts on stress—both the science behind it and, more importantly, how to cope! In the second article, they'll learn about the extreme testing pressure experienced by high school students in Asia.

Teaching Objectives: to synthesize information from an informational text and apply it to another text; to write an essay or make a video on how to deal with stress

Featured Skill: synthesizing information

Other Key Skills: inference, text structure, author's craft, key ideas and details, interpreting text, text features



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (3 minutes)
Introduce the topic of the articles by asking students to explain what stress is and what kinds of situations cause stress.

2 Preview vocabulary. (3 minutes)
Project or distribute our **Vocabulary** word list and definitions, and review the words from the articles as a class. (Note that both texts have high Lexiles and challenging vocabulary.) We recommend assigning the reinforcement activity for homework.

Reading the Articles

3 Read and discuss “Is This You?” (15 minutes) Read the article aloud as a class. Then break students into small groups to discuss the following **Close-Reading Questions** and **Critical-Thinking Question**. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► Reread the section “The Science of Stress.”

What can you infer is the reason for the changes that take place in the body when the stress response is triggered? How do you know? (inference) *You can infer that the changes that take place—increased blood flow to the muscles, dilated pupils, etc.—prepare the body to either fight or run away. You can infer this from the information that the stress response developed to help our ancestors react to threats such as saber-toothed tigers or enemies with spears, from the information that the stress response is known as “fight or flight,” and from the fact that the writer states that the stress response “can be helpful in emergencies.”*

► How does the information in the three “Problem/Solution” sidebars on pages 12 and 13 relate to the main article? If the information they contain were integrated into the main article, where would it go? (text structure) *The sidebars contain detailed information about common reactions to stress, and ways to cope with stress, that are not included in the main article. The information in the sidebars would best fit into the section “How to Cope.”*

► **Explain how the author uses the example of LeBron James on page 13.** (key ideas and details) *She uses the example of James to support her claim that some stress is natural and healthy, but too much stress is harmful. She explains that a little anxiety before a game “invigorates” James and “helps sharpen his focus,” but that too much stress “overwhelms him.” She also cites James’s meditation practice as an example of a tool to reduce stress.*

CRITICAL-THINKING QUESTION

► **Consider the following claim: Stress can be useful. Would the author of “Is This You?” agree with this claim? Defend your answer with examples from the text.** *Yes, the author would agree that stress can be useful. She writes that stress is “normal, even healthy” and explains that its biological purpose is to help us react to potentially dangerous situations. She mentions that stress can be “invigorating” and help us be more alert, such as before a game or test.*

4 Read and discuss “In China, the Test That Determines Your Life.” (15 minutes) Have students return to their groups to read the article on page 14. Then have them discuss the **Close-Reading Questions** below. Walk around the room to guide their discussions as needed. *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► **Consider this line from the article: “Widespread on the Internet were photographs taken in a classroom of students hooked up to intravenous drips of amino acids while cramming.” These amino acids are meant to replenish energy. Why might the author have included this detail?** (supporting detail) *This detail supports the central idea of the article that the gaokao is taken very seriously in China. It shows the lengths to which students go to do well on the test.*

► **Read the caption on the photo. What does “destiny-shaping” mean in the context of the sentence?** (interpreting text; text feature) *A person’s*

Complexity Factors

See how these texts will challenge your students.

PURPOSE: “Is This You?” has an explicit purpose: to inform about the science of stress and how to cope with it. The newspaper article is a straightforward report on test pressures in China.

STRUCTURE: Both texts are nonlinear and contain cause-effect, descriptive, and compare-contrast structures. “Is This You?” uses second-person narrative.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Both texts contain some academic (e.g., *cultivate, tabulated*) and domain-specific vocabulary (e.g., *endorphins, amino acids*).

KNOWLEDGE DEMANDS: Students will likely be able to relate to the feelings of stress described in the first text, but they will probably not be familiar with the science behind stress. The Chinese testing system described in the newspaper article will be unfamiliar to most students.

LEXILES: 1030L (“Is This You?”); 1260L (“In China . . .”)

destiny is his or her fate, or future. Calling the gaokao “destiny-shaping” tells the reader that this one test shapes, or determines, the entire course of the test-taker’s life.

Comparing the Texts

5 Discuss the critical-thinking questions as a class. (7 minutes) Bring the class back together to discuss the following **Critical-Thinking Questions**. Encourage students to respond to each other, adding to and offering constructive comments about each other’s ideas. *These questions (without answers) are available online as a pdf to print or project.*

CRITICAL-THINKING QUESTIONS

► **Consider the following quote from psychologist William James (1842-1910): “The greatest weapon against stress is our ability to choose one thought over another.” Explain what this quotation means.**

Does “Is This You?” support James’s statement?

James means that we have the ability to control our stress level by the way we think about the situations in our lives. Ideas in “Is This You?” do support James’s claim. For example, the author reminds the reader to keep things in perspective. In one of the sidebars, she notes that saying positive things to yourself is a way to overcome negative thoughts and fight stress.

► **Consider the pressures faced by students in China. Do students in the U.S. experience similar pressures?** *Answers will vary. Students may say no. Though American students are under a lot of pressure to do well on standardized tests, they are not under quite as much pressure as Chinese students. In China, one test can determine a person’s entire life; it is believed that students must do well if they are to have any hope of success. In the U.S., college admissions are much more flexible, and students have more opportunities to be successful and make their own way in the world, regardless of how they do on standardized tests.*

ESSENTIAL QUESTIONS

- Does stress do more harm than good?
- Do we create stress for ourselves?
- How can stress be useful?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts related to stress, anxiety, and/or testing:

- *Harry Potter and the Order of the Phoenix* by J.K. Rowling
- “I Go Among the Trees and Sit Still” by Wendell Berry (poem)
- *Diary of a Wimpy Kid* by Jeff Kinney

Featured-Skill Activity

6 **Synthesizing information.** (15 minutes)

Break students into small groups. Distribute our activity sheet **Stress Solutions**. This activity prepares students to answer the writing prompt on page 14.

Differentiated Performance Tasks

7 You will find a writing prompt on page 14. Here are alternate tasks for lower- and higher-level students:

Lower-level: In one to two paragraphs, explain how stress can be both helpful and harmful.

Higher-level: Write an editorial proposing three ways to help kids lead less stressful lives. Your editorial should include a thesis statement, explain why it’s important to lower kids’ stress levels, and include facts and figures to support your ideas.

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

ACTIVITIES TO PRINT OR PROJECT:

- Stress Solutions*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Contest Entry Form

*Supports the lesson plan.

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

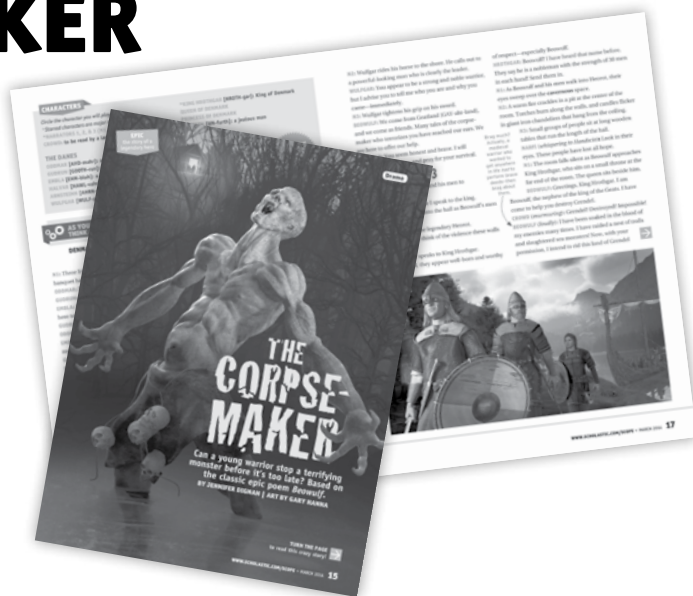
THE CORPSE-MAKER

This exciting adaptation of the epic poem *Beowulf* is a time machine: Students will travel back to medieval Scandinavia, where they will meet the fearless and powerful title character and the wretched monster he must battle, Grendel.

Teaching Objectives: to determine the qualities that make Beowulf a hero; to make inferences about medieval European society

Featured Skill: inference

Other Key Skills: conflict, character, text evidence, author's craft, inference, key ideas and details



Step-by-Step Lesson Plan

Preparing to Read

1 View a video. (2 minutes)

Students will likely have little or no knowledge of the epic poem *Beowulf* and the time period in which it was composed. To provide context, show our video “The Time of Beowulf,” which will introduce them to medieval Europe. (Note: Although the story takes place in sixth-century Denmark, it reflects many of the values of the time and place in which it was written down—England, sometime between the seventh and tenth centuries.) Distribute our **Video-Discussion Questions**, which students should answer after watching the video.

2 Preview vocabulary. (3 minutes)

Project or distribute our **Vocabulary** activity and, as a class, go over the definitions of the words from the play. We recommend assigning the reinforcement activity for homework.

Performing and Discussing the Play

3 Read the play aloud as a class. (25 minutes)

This play includes numerous character names that

students might find difficult to pronounce. To help them, play our audio file of the names. As each name is read, have the class repeat it aloud. Next, have a volunteer read the “As You Read” box on page 16 for the class. Then assign parts and read the play aloud. We suggest also assigning a part for reading the annotations and caption, which provide additional background information.

4 Discuss the play. (20 minutes)

Break students into groups to discuss the **Close-Reading Questions** that follow. Then discuss the **Critical-Thinking Questions** as a class. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

- How does Scene 1 illustrate the problem that the Danes in the play face? (conflict) *Scene 1 reveals that the Danes are under siege by a horrible monster named Grendel. Embla describes how “Heorot was once full of life” but now “sits quiet and empty.” Later, Grendel appears and kills Halvar.*
- In Scenes 2 and 3, what words does Wulfgar use

to describe Beowulf? Why might he make note of these qualities? (character/inference) *Wulfgar says Beowulf appears to be “a strong and noble warrior,” “honest and brave,” and “well-born and worthy of respect.” You can infer that he notes these qualities because they are important to the people of this time period.*

► **Reread Beowulf’s lines in Scene 3 that start “You will not lose me. . . .” What do they show about the way he sees himself and the world?** (inference) *Beowulf’s lines show that he sees himself as capable and invincible. Yet he also believes his destiny is in the hands of God.*

► **What other line in the play reflects a similar view of destiny?** (key ideas) *In Scene 5, Narfi tells Handscio, “We do not know God’s will,” which reflects the general belief among the Danes that God determines their destinies.*

► **In the time of the play, a man’s reputation was of utmost importance. How is this shown in the dispute between Unferth and Beowulf?** (text evidence) *Unferth challenges Beowulf by attacking his reputation. He claims that Beowulf’s boasting is unfounded and that Beowulf almost died in a swimming race. Beowulf responds by pointing out that Unferth is too unimportant to even have a reputation. At the end of the play, Unferth concedes that Beowulf is a mighty warrior. These exchanges show the importance of the words and stories attached to a person’s name—in other words, his reputation.*

► **Why does Beowulf lay aside his sword in Scene 5? What does this show about him?** (character) *Beowulf lays aside his sword so that his fight with Grendel—who fights with only his hands—will be fair. Students may say that this shows Beowulf’s sense of fairness, or that it shows Beowulf’s bravado.*

► **Which details in Scene 5 show Grendel’s monstrosity? Why do you think the author included these details?** (author’s craft) *Grendel has a “gleeful smile,” suggesting he is happy to find Heorot*

Complexity Factors

See how this text will challenge your students.

LEVELS OF MEANING: Students will have to make inferences about the historical setting of the play and the culture of the characters.

STRUCTURE: The play has a linear structure. Students may consider the process of adapting a play from an epic poem.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** some higher academic vocabulary (e.g., *cavernous, fitful*)

► **Familiarity:** contains many archaic/foreign names and words (e.g., *Hrothgar, Unferth, Heorot*) that students may find challenging to pronounce

KNOWLEDGE DEMANDS: The play is set in a time and place (medieval Scandinavia) that will be unfamiliar to most students. Many students may be encountering *Beowulf* for the first time.

full of men to kill; he immediately devours Handscio and turns to Beowulf “with Handscio’s blood shining on his teeth”; the other warriors’ swords “have no effect on Grendel’s thick skin.” The author likely included these details to illustrate how thoroughly horrible Grendel is. They also emphasize Beowulf’s strength and glory in defeating such a monster.

CRITICAL-THINKING QUESTIONS

► **Beowulf was written many centuries ago, yet it is widely read and celebrated today. Why might it appeal to modern readers?** *Answers will vary. Students may say that it helps us understand a society from the past. Or they might say that it is an exciting story about victory against all odds, or that the theme of good versus evil is timeless.*

► **Think about the qualities that make Beowulf admirable in his time. Do you think he would be likable today? Explain.** *Answers will vary. Some students may respond that his admirable qualities include courage and strength, which he uses to*

protect innocent people. This could make him as likable today as he was in his own time. Others might argue that one of the admirable qualities in his time was boastfulness. Today, such immodesty could make him unlikable.

Featured-Skill Activity

5 Make inferences. (15 minutes)

Have students complete the activity sheet **Beowulf: A Hero of His Time**, which guides them to make inferences about the qualities that were valued in medieval Europe. It will prepare them to respond to the writing prompt on page 20.

Differentiated Performance Tasks

6 You will find a writing prompt on page 20. Here are alternate tasks for lower- and higher-level students:

Lower-level: Write one paragraph explaining which of Beowulf's character traits help him defeat Grendel.

Higher-level: *Beowulf* reflects the customs and values of medieval Europe. What can you infer from this story about the qualities that were valued and admired in a warrior? How do these qualities compare with those we would consider heroic today?

Extension: Connecting to Greek Mythology

7 The tale of a courageous warrior who defeats a terrible monster is a timeless and universal storyline, and one that was common in Greek mythology. Have students read the myth of Theseus vs. the Minotaur or Perseus vs. Medusa. Then have them work in small groups to produce a video comparing Beowulf with the Greek hero. They should compare Beowulf's and the hero's character traits, tasks, the outcomes of their undertakings, and how their societies viewed them.

ESSENTIAL QUESTIONS

- What are the qualities of a hero?
- Can stories from the past help us understand the time in which they were written?
- Does fate determine our lives?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Texts that connect to themes of heroism and bravery:

- Arthurian legends
- *Divergent* by Veronica Roth
- The Lord of the Rings trilogy by J.R.R. Tolkien
- *Ender's Game* by Orson Scott Card

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

VIDEO: The Time of Beowulf

AUDIO: Pronunciation guide

ACTIVITIES TO PRINT OR PROJECT:

- Beowulf: A Hero of His Time*
- Video-Discussion Questions*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Identifying Literary Elements and Devices
- Contest Entry Form

*Supports the lesson plan.

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

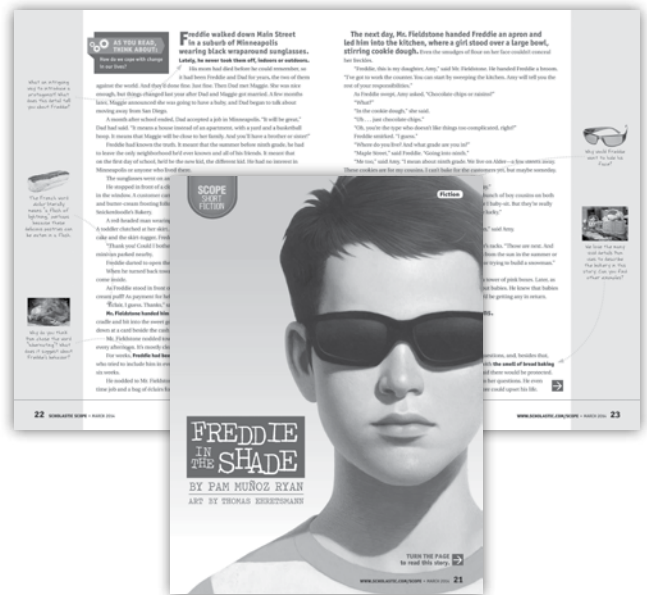
FREDDIE IN THE SHADE

A cross-country move, a new stepmom, and a baby sibling on the way add up to an onslaught of change for Freddie—change that he's not ready to accept. Pam Muñoz Ryan's poignant story about how one boy deals with change pairs perfectly with Robert Frost's lovely and insightful poem "Nothing Gold Can Stay."

Teaching Objectives: to analyze the theme of a story; to make thematic connections between a story and a classic poem

Featured Skills: theme, text connections

Other Key Skills: inference, symbolism, text evidence, analyzing character, interpreting text



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (2 minutes)
Ask a volunteer to read aloud the "As You Read" box on page 22. Then read together the writing prompt in the contest box on page 25. Make sure students know that *inevitable* means "unavoidable."

Reading and Discussing

2 Read the story. (15 minutes)
Have students read the story silently in class, or as homework so they will be prepared to discuss it. Divide students into small groups to discuss the questions in the story's margins, many of which serve as close-reading questions. Regroup as a class. Select a few of the margin questions, and ask groups to share their responses.

3 Discuss the close-reading questions. (30 minutes) Have students discuss the following **Close-Reading Questions** in their groups. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► Read this line from page 22: "The sunglasses went on and stayed on." Why does Freddie wear sunglasses? What do they symbolize, or represent? (inference/symbolism) *Freddie is unhappy about being uprooted from everything he knows. He wears the sunglasses to hide, to avoid facing the world. They represent his resistance to change, and they make him feel protected.*

► Does Freddie manage to hide from Amy behind his sunglasses? Explain, using details from the text. (text evidence) *No. Amy asks Freddie many questions about his life, and eventually he opens up to her. He even admits to her that the "sunglasses made him feel as if nothing more could upset his life."*

► On page 24, the author states what Freddie likes about working at the bakery. What else does he like about working there? (inference) *Freddie enjoys his friendship with Amy. He likes having a place where he feels comfortable and accepted in his new town, and he likes that the bakery (through Amy) has introduced him to Kyle and Mark.*

► **What is Amy's attitude toward change?**

(analyzing character) *Amy finds change hard. She doesn't talk about how her life changes on a regular basis until the end of the story, when she is about to leave. When she says that Freddie is lucky because his "whole family is together all the time," her voice trails off, indicating how difficult moving back and forth is for her. But Amy also accepts change and even manages to focus on the good things about her life. For example, she tells Freddie she is surrounded by people who love her.*

4 Read and discuss the poem. (15 minutes)

Have a student read the poem "Nothing Gold Can Stay" aloud. Or, play our dramatic reading at Scope Online. Then, as a class, discuss the following **Close-Reading Questions**. (To go deeper, use our **Poetry Activity** at Scope Online.) *These questions (without answers) are available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

► **What is meant by the poem's first line, "Nature's first green is gold"?** (interpreting text) *It suggests that the first green of spring is precious, like gold.*

► **What big idea do the first two couplets (sets of rhyming lines) share?** (theme) *They both express the idea that things that start out lovely or perfect eventually fade away.*

► **What idea is expressed in lines 5, 6, and 7?** **Think about how flower, Eden, and dawn change in the poem.** (theme) *Nothing lasts. A flower lasts only an hour. Eden, which had been a paradise, sinks into grief. The beauty of dawn turns into an ordinary day.*

5 Discuss the critical-thinking questions. (15 minutes)

In small groups, discuss the following **Critical-Thinking Questions**. *These questions (without answers) are available online as a pdf to print or project.*

Complexity Factors

See how these texts will challenge your students.

LEVELS OF MEANING/PURPOSE: "Freddie in the Shade" has several layers of meaning. On one level, it is the story of a boy who has moved to a new town. On a deeper level, the story is about learning to accept the inevitable changes in our lives. The poem has many layers of meaning. It is about the cycle of life, impermanence, death, and the fleeting nature of beauty.

STRUCTURE: "Freddie in the Shade" has a linear structure and many descriptive passages. "Nothing Gold Can Stay" is written in rhyming couplets (AA, BB, CC, DD), and the meter is iambic trimeter.

LANGUAGE CONVENTIONALITY AND CLARITY:

The language of "Freddie in the Shade" is conversational. The poem's language is simple.

► **Vocabulary:** Some challenging vocabulary (e.g., *wistful, baker's racks, subside, hue*)

► **Figurative Language:** Both the story and the poem are rich in similes and metaphors ("curtains of steam"). The poem contains an allusion to the Garden of Eden.

KNOWLEDGE DEMANDS: The fiction will be accessible to most readers, though it is helpful to have some knowledge of bakeries. The poem has very sophisticated themes about change.

LEXILE: 700L

CRITICAL-THINKING QUESTIONS

► **What is a theme of "Freddie in the Shade"? How does the story support this theme?** *Answers may include: If you accept change, you might discover that change is a good thing; or, it's better to adapt to change than to resist it. In the story, Freddie tries to resist change by hiding behind his sunglasses. He takes them off, though, as he realizes that Amy has to deal with change too, and that she can help him cope. By the end of the story, he has come to embrace his new life.*



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

► **What idea about change does Robert Frost express in “Nothing Gold Can Stay”?** *Students may say that Frost expresses the idea that change is inevitable.*

► **How are the themes of the story and poem similar or different?** *Some students may say that the themes are similar because they both emphasize the idea that life is always changing. Others may argue that the themes are different, because in the story, the changes in Freddie's life are positive: He makes new friends and accepts his new family. In the poem, change is described as a kind of decay. There is a sense of loss as beauty fades.*

Featured-Skill Activity

6 Analyze theme/integrate texts.

(15 minutes) Distribute the activity sheet

Comparing Themes, which will prepare students to respond to the writing prompt on page 25. Have students complete it in groups.

Differentiated Performance Tasks

7 You will find a writing prompt on page 25. Here are alternate tasks for lower- and higher-level students:

Lower-level: Consider the following statement: Change is an inevitable part of life. Write two paragraphs explaining how “Freddie in the Shade” supports this statement.

Higher-level: Imagine that after the end of the story, Freddie reads the poem “Nothing Gold Can Stay.” Do you think he would agree or disagree with the poem? Respond in three to five paragraphs, citing evidence from the story and the poem.

ESSENTIAL QUESTIONS

- How does the world change?
- Is change inevitable?
- Why can change be frightening?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other stories that explore change, family, and friendship:

- *The Secret Life of Bees* by Sue Monk Kidd
- *Anne of Green Gables* by L.M. Montgomery
- *Sisterhood of the Travelling Pants* by Ann Brashares

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

AUDIO: Hear the poem read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Comparing Themes*
- Close-Reading and Critical-Thinking Questions*
- Poetry Activity
- Quiz (modeled on state and PARCC assessments)
- DIY Vocabulary
- Identifying Literary Elements and Devices
- Contest Entry Form

*Supports the lesson plan.

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GRAMMAR SPOTLIGHT: PARALLEL STRUCTURE

Model, Practice, Reinforce

Review this key skill using “Should We Live Forever?” as a model, our activity sheet for practice, and “The Lazy Editor” for reinforcement.

1) After students read “Should We Live Forever?” ask them to reread the second sentence from the section “Forever Is a Long Time” and identify the repeating pattern. (*The pattern occurs in “travel the world,” “taste every food,” “read every book,” and “have every possible experience.”*) Tell students that using the same pattern of words to show that two or more ideas have the same importance is called *parallel structure*, or *parallelism*.

2) On the board, rewrite the sentence from the article like this: “We’d live long enough to travel the world, taste every food, we could read every book—basically,

having every possible experience . . . and then just keep on living.” Ask students to identify and explain the two errors in parallel structure it contains. (“*We could read every book*” and “*having every*” do not follow the pattern.)

3) Hand out our **Practicing Parallelism** activity.

4) Have students complete “The Lazy Editor,” in which they will correct two parallel-structure mistakes.



**NEXT ISSUE'S
SPOTLIGHT:**
word choice