


**TEACHER'S
GUIDE**

SCHOLASTIC SCOPE[®]

THE LANGUAGE ARTS MAGAZINE

with
read[®]

OCTOBER 2013

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SEPTEMBER

OCTOBER

NOVEMBER

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MAY

What Is a Complex Text? Moving Beyond Lexile

One of the things I love most about the Common Core State Standards is the way it defines text complexity. We should not, the standards say, measure a text only by its Lexile score (after all, *Diary of a Wimpy Kid* has a higher Lexile than *Fahrenheit 451*); we should measure a text by its qualitative dimensions as well. How much prior knowledge is required for comprehension? What is its structure? What kind of figurative language and domain-specific vocabulary does it contain? And finally, what are students expected to do with the text? These are the kinds of questions the CCSS want us to consider—and the questions our team ponders as we put together every story in *Scope*. As a result, we know just how time consuming it can be to answer them!

So to save you time, we are now providing a detailed analysis of the complexity factors of each major story in *Scope*, which you can find in your Teacher's Guide and at Scope Online. You will discover that texts with lower Lexile scores have higher knowledge demands and more-complex reader tasks. You will also find writing tasks available on three levels, so you can use *Scope* stories in ways that are appropriately challenging to all your learners.

I'd love to know what you think! E-mail me at KELewis@scholastic.com.



My best to you,
Kristin Lewis
Executive Editor



DON'T MISS THIS!

Ariel Creamer, 14, found a way to help her community of Rockaway, NY, after it was devastated by Hurricane Sandy. Ariel is the subject of a nonfiction article in this month's issue, as well as a wonderful new *Scope* video. Be sure to show it to your students!



ATTENTION!

Registration will be required for access to Scope Online. Look for easy instructions on pages 2-3 of the printed Teacher's Guide.

LOOKING FOR THE ANSWER KEY?
TURN TO PAGE T3 OF YOUR PRINTED TEACHER'S GUIDE

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YOUR OCTOBER ISSUE AT A GLANCE

| ARTICLE | SUMMARY | PRIMARY SKILL(S) |
|--|---|--|
| Grammar, pp. 2-3 “Grammar Cheers the Mascots” | Students practice the correct usage of <i>affect</i> and <i>effect</i> while learning about three awesome mascots from the world of professional sports. | <ul style="list-style-type: none"> Conventions of standard English |
| Narrative Nonfiction, pp. 4-8 “Dying to Be Strong” | The tragic story of Taylor Hooton, a talented 17-year-old baseball player, sheds light on how the pressure to bulk up is leading a shocking number of young people to use steroids. | <ul style="list-style-type: none"> Featured Skill: Cause and effect Text features Text evidence Central idea Compare and contrast Analyzing visual text Inference |
| Drama, pp. 9-14 <i>The Dead Rising</i> | In our thrilling historical-fiction play, three teenagers meet a mysterious girl who tells them a story about a vampire panic that seized their New England town more than 100 years before. We've also included a period newspaper article and a modern-day take on what happened. A spooky Halloween treat! | <ul style="list-style-type: none"> Featured Skill: Synthesis Author's craft Text evidence Vocabulary Character Compare and contrast Tone Inference |
| Paired Texts, pp. 15-19 “Surviving Hurricane Sandy” and “After the Disaster” | Ever since Ariel Creamer's waterfront town of Rockaway, Queens, was devastated by Hurricane Sandy, the 14-year-old has worked to bring hope to her community. We've paired Ariel's inspiring story with an essay that questions how best to rebuild after natural disasters. | <ul style="list-style-type: none"> Featured Skill: Integrating key ideas and details Inference Central ideas and supporting details Author's craft Interpreting text Text evidence Text features Vocabulary |
| Debate/Essay Kit, pp. 20-21 “Is the Bulldog Doomed?” | Centuries of irresponsible breeding by humans has left the bulldog with a host of health problems. Should breeding standards be changed to save this beloved pet? Students read arguments on both sides of this debate then take a stand. | <ul style="list-style-type: none"> Supporting an argument Identifying central ideas and supporting details |
| The Lazy Editor, pp. 22-23 “Would You Let This Shark Bite You?” | Students correct grammatical errors and revise sloppy writing in a short nonfiction article about Jeremiah Sullivan, who makes and sells shark-proof suits. You won't believe how he tests them! | <ul style="list-style-type: none"> Conventions of standard English Revision |
| Writing Contest, p. 24 “Fabulous First-Line Contest” | We are thrilled to announce this year's First-Line Contest, in which your students help a famous author get started on a new story for <i>Scope</i> . This year's author is the amazing Gary Paulsen! | <ul style="list-style-type: none"> Understanding author's purpose Writing hooks |
| Whole Issue | Students tackle a crossword puzzle that covers this entire issue. | <ul style="list-style-type: none"> Reading comprehension |

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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| ONLINE RESOURCES (www.scholastic.com/scope) | | KEY STANDARDS* |
|--|--|--|
| <ul style="list-style-type: none"> • PW More practice with <i>affect</i> and <i>effect</i> | | Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6 |
| <ul style="list-style-type: none"> • Audio: Hear the article read aloud • PW Exploring Causes and Effects (two levels) • PW Close-Reading & Critical-Thinking Questions • IW Themed Vocabulary: Words Related to Steroids | <ul style="list-style-type: none"> • IW PW Quiz • PW Read, Think, Explain: Nonfiction Elements (two levels) • PW Contest Entry Form • Links to additional online resources | Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R7, R8, R10, W2, W4, W9, SL1, SL2, SL4, L4, L6 NCTE/IRA: 1, 3, 5, 6, 11, 12 |
| <ul style="list-style-type: none"> • Audio: Hear the newspaper article read aloud • PW Document Dive: Analyzing a Challenging Historical Document • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice | <ul style="list-style-type: none"> • IW PW Quiz • PW Literary Elements and Devices • PW Contest Entry Form • Links to additional online resources | Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, W2, W4, W8, W9, SL1, SL4, L3, L4, L6 NCTE/IRA: 1, 2, 3, 4, 6, 9, 11, 12 |
| <ul style="list-style-type: none"> • Video: “Rebuilding Hope” • PW Integrating Key Ideas and Details • PW Close-Reading & Critical-Thinking Questions • PW Video-Discussion Questions | <ul style="list-style-type: none"> • PW Vocabulary: Definitions and Practice • IW PW Quiz • PW Contest Entry Form | Common Core ELA Anchor Standards: R1, R2, R3, R4, R6, R8, R9, R10, W1, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 3, 6, 11, 12 |
| <ul style="list-style-type: none"> • PW Guided Writing: The Argument Essay • PW Vocabulary: Definitions and Practice • Links to additional online resources | | 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"> • PW Pronoun-Antecedent Agreement • PW Using Commas with Nonessential Clauses | <ul style="list-style-type: none"> • PW Quoting and Paraphrasing • PW Irrelevant Information | Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6 |
| <ul style="list-style-type: none"> • Video: “What Is a Fabulous First Line?” • PW Contest Entry Form | | Common Core ELA Anchor Standards: R1, R4, R5, R6 NCTE/IRA: 4, 5, 12 |
| <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 Guide**.

DYING TO BE STRONG

In this engaging and challenging text, students will learn about steroid use among young people through the tragic story of a high school baseball player. They will also explore the cultural, social, and historical reasons why these substances continue to tempt us.

Teaching Objective: to explore cause-effect relationships in a challenging nonfiction text

Featured Skill: cause/effect

Other Key Skills: text features, analyzing visual text, inference, text evidence, compare/contrast, central idea



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (7 minutes)

Ask students to interpret the main image on pages 4-5 of their magazines. What message does it convey? (*Perhaps, that boys have unrealistic expectations for their bodies.*) Then ask a volunteer to read aloud the “As You Read” box. Make a T-chart on the board with “Causes” on the left and “Effects” on the right, and invite students to brainstorm causes and effects of steroid use. Record their ideas. Tell students to consult the chart as they read to see if the article confirms or refutes their ideas.

2 Examine the infographic. (3 minutes)

Ask students to examine the infographic on page 7, “Kids and Steroids: The Facts.” Have them turn and talk to a partner: Which facts seem surprising? Why?

3 Preview domain-specific vocabulary. (15 minutes)

Preview the challenging boldface words in the article by projecting our **Themed Vocabulary** activity. Leave the list up for reference as students read the article.

Reading and Discussing the Article

4 Read the article. (20 minutes)

Have students read the article silently, making notes in the margins where they have questions or comments. For more-advanced students, assign the article for homework and tell them to be prepared to discuss it. When they have finished reading, have students form small groups to discuss the questions and comments they wrote. Encourage them to use the featured vocabulary words in their discussions.

5 Answer the close-reading questions. (20 minutes)

Have students stay in their groups for a second, close reading of the article. They should reread the sections indicated and discuss the close-reading questions below. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

- Reread the first full paragraph that begins on page 6. What can you infer about why

doping is banned in professional sports? Why is doping illegal? (inference) *Doping is banned in professional sports because it is a form of cheating; it gives some athletes an unfair advantage. Taking any prescription drug in a way that is not prescribed by a doctor is illegal.*

► **What evidence in the “Fits of Rage” section shows that steroid use is unhealthy?** (text evidence) *The section explains that steroids can cause acne, cancer, baldness, stunted growth, and liver and heart damage. Steroids can also cause psychiatric problems, such as fits of rage, depression, and suicidal thoughts.*

► **Both “A Dangerous Quest” and “Muscle Mania” give reasons that some people take steroids. How are the reasons provided in the two sections different?** (compare and contrast) *“A Dangerous Quest” explains that athletes use steroids to try to increase their chances of winning. “Muscle Mania” describes people who use steroids for cosmetic reasons, often following the example of actors or other celebrities.*

► **Reread the message posted by Maverickcrash. What does he imply about big muscles? Do you agree? Explain.** (inference/analyzing) *He implies that having big muscles makes you a “real man.” Students may respond that his logic is flawed because being a “real man” (or woman) is not about your appearance but about how you behave.*

► **What is the central idea of the “No Miracles” section?** (central idea) *The central idea is that bodybuilding supplements do not actually help you build muscle and can be harmful.*

6 Answer the critical-thinking questions. (15 minutes) Have students return to their groups to answer the following questions, or assign them as homework. Again, encourage students to use the

Complexity Factors

See how these texts will challenge your students.

PURPOSE: has a clear purpose to inform readers about the problem of steroid use and an implicit purpose to show how cultural values can affect young people

STRUCTURE: non-linear; includes narrative and informational passages; has mostly cause-effect organization; includes visual text (infographic)

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** many domain-specific words, such as *protein, anabolic, cartilage, testosterone*

► **Syntax:** highly complex sentences with multiple clauses and constructions that students may not encounter often

KNOWLEDGE DEMANDS: Comprehension will be aided by knowledge of biology and of steroid scandals among professional athletes. The major topics (body image, the role of the media, how drugs affect the body) will be unfamiliar to many students. Intertextuality: cites studies in other journals.

LEXILE: 1130

featured vocabulary words in their answers. *These questions (without answers) are also available online as a PDF to print or project.*

CRITICAL-THINKING QUESTIONS

► **Do you think celebrities are responsible for body obsession among kids? Explain your answer, using details from the article to support your argument.** *Students may say that performers and athletes are role models for kids and are setting bad examples by flaunting highly-muscled bodies that are unattainable for most people—that they are placing undue emphasis on body image. Others may say that it's up to young people to make their own decisions.*

► **Based on what you learned in the article, what do you think could be done to reduce steroid**



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

use among young people? *Answers will vary. Ideas include: schools and coaches could do a better job of teaching kids about the dangers of steroids; schools could crack down on coaches who ignore or encourage steroid use; schools could have harsher penalties for using steroids; young people could speak up against steroids and reject cultural pressure to bulk up; the media could focus more attention on the issue.*

Featured-Skill Activity

7 Explore cause and effect. (15 minutes)

Distribute **Exploring Causes and Effects**, which guides students to explore what causes people to use steroids and how steroid use affects individuals and society. This activity sheet is offered on two levels, one with more scaffolding and one with less. It will prepare students to respond to the writing prompt on page 8.

Differentiated Performance Tasks

8 You will find a writing prompt on page 8. Below are alternate tasks for lower- and higher-level students. Encourage all students to use the featured vocabulary in their responses.

Lower-level: Use the more-scaffolded version of **Exploring Causes and Effects**. Then imagine you are a blogger on a crusade to end steroid use among kids. Go back to the article and find one reason people take steroids. Write a blog entry in which you explain why this is not a good reason for taking steroids.

Higher-level: Imagine you are a blogger on a crusade to end steroid use among kids. Go back to the article and find at least three reasons people take steroids. Then write three blog entries for each reason. Each entry should summarize the reason and make an argument for why it isn't a good reason for taking steroids.

Extension: Debate

9 Hold a class debate about whether athletes implicated in steroid scandals should be banned from their sport. Students should draw on “Dying to Be Strong” as well as their own research.

ESSENTIAL QUESTIONS

- What role does the media play in how we define attractiveness?
- What is the price of perfection?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that relate to the themes of this article:

- “If” by Rudyard Kipling
- *The Uglies* by Scott Westerfeld
- *Frankenstein* by Mary Shelley

ONLINE RESOURCES

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

AUDIO: Listen to “Dying to Be Strong” read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Exploring Causes and Effects (two levels available)*
- Close-Reading and Critical-Thinking Questions*
- Themed Vocabulary: Words Related to Steroids*
- 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

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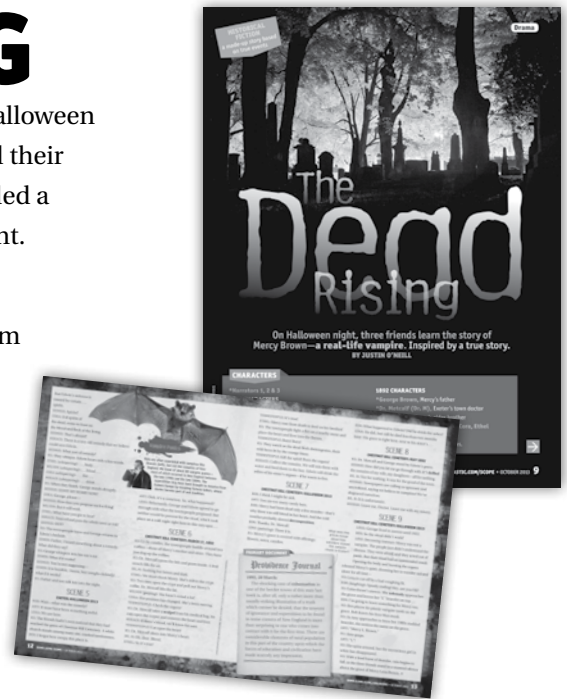
THE DEAD RISING

In our thrilling play, three teenagers meet a mysterious girl on Halloween night. She tells them the true story of a vampire panic that seized their New England town more than 100 years before. We've also included a period newspaper article and a modern-day essay about the event.

Teaching Objective: to compare how a historical event is portrayed in a drama, a primary document, and an essay; to form an opinion and support it with text evidence

Featured Skill: synthesis

Other Key Skills: author's craft, vocabulary, compare and contrast, inference, text evidence, character, tone



Step-by-Step Lesson Plan

Preparing to Read

1 Set a purpose for reading. (4 minutes)
Tell students they will be performing a drama based on real events that happened more than a century ago. Direct them to open their magazines to page 10. Invite a volunteer to read the “As You Read” box. Ask students if they know what a superstition is, then come up with a definition as a class. (*a belief, practice, ritual, or unreasonable fear resulting from ignorance or faith in magic*) Can students name any examples of a superstition? (*e.g., believing that a broken mirror brings seven years of bad luck*)

2 Examine text features. (3 minutes)
Ask a volunteer to read the captions for “An Ancient Killer” on page 10 and “Vampire Panics” on page 12. Then have the class study the photos. Ask, what mood do these images create? (*an ominous, scary mood—especially with the blood spatter*) How was 19th-century medical knowledge different from that of today? (*In the 19th century, little was known about the causes of tuberculosis. Today, we know it can be treated with antibiotics.*)

Performing and Discussing the Play

3 Assign parts and read the play as a class. (25 minutes) If you have more students than there are roles, cast some students as scene and setting readers. Have others read the newspaper article on page 13 and the essay on page 14.

4 Explore vocabulary in context. (5 minutes)
Tricky vocabulary words appear in bold. For reference, distribute or project **Vocabulary: Words and Definitions** from Scope Online. When students come to a bold word, pause and review the meaning.

5 Discuss the texts. (20 minutes)
As a class, discuss the **Close-Reading Questions** on the next page, which require students to go back to the texts. Then break students into groups to respond to the **Critical-Thinking Questions** that follow. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

► **How does the author create a sense of mystery and suspense in Scene 1?** (author's craft) *The author evokes the spooky setting of an "isolated" farm (in the past) and a stormy Halloween night (in the present). He also uses vague, mysterious phrases such as "their lives were filled with tragedy" to build tension.*

► **In Scene 3, Rob gives the reader important information about consumption. Where else does the present-day story line shed light on the events of the past?** (text structure) *In Scene 7, we learn that cold weather slows the rate of decomposition, which explains why there was blood in Mercy's heart.*

► **How does the author portray the townspeople during the exhumation ritual?** (author's craft) *He portrays them as hysterical. He describes them as having "wild faces" and shows them drawing irrational conclusions. For example, they conclude that because there is blood in Mercy's heart, she must have been feeding on her brother's body.*

► **What does Lena's final speech reveal about who she really is? What other clues does the author provide about her identity?** (character/author's craft) *Lena says that "opening the body and burning the organs released Mercy's spirit, dooming her to wander sad and alone for all time." This description also seems to fit Lena, who is first seen wandering alone, in Scene 1. The author uses the stage directions "becoming intense" to show that Lena is very upset by Mercy's fate. The narrator tells us Lena has a coughing fit, establishing a connection to the tuberculosis that killed Mercy, and Mercy's tombstone is engraved with an L (Mercy's middle initial). These details all indicate that Lena is actually Mercy Brown.*

► **The play has two story lines: One in 1892 and one in the present. How do the two story lines work together?** *The present-day story line helps us understand the events of the past. The modern-day characters are used to reveal information about why things were the way they were in 1892, such as why people were so terrified of tuberculosis,*

Complexity Factors

See how these stories will challenge your students.

LEVELS OF MEANING/PURPOSE: In the play, students must understand jumps back and forth in time and how events in two time periods relate. The newspaper article and essay seek to persuade as well as inform.

STRUCTURE: The play has alternating story lines that work together to create suspense and build meaning and context. It includes stage directions and narration. The essay has a thesis and supporting evidence.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** high-level domain-specific vocabulary (e.g., *epidemic, exhumation, decomposition, bacterium*) and general vocabulary (e.g., *remnant, defiled, scourge*)

KNOWLEDGE DEMANDS: It is helpful to have knowledge about the role of superstition in early American communities (e.g., the Salem witch trials), the rural/urban population trends in late 19th-century America, and how oral traditions and folklore work.

LEXILES: *Providence Journal* excerpt and "Was George Crazy?": 1070

and to provide scientific explanations for what the townspeople perceived as supernatural (for example, why Mercy's corpse had blood in its heart).

► **What is the tone of the 1892 newspaper article? Who do you think the audience was for this piece?** (tone and inference) *The tone is disgusted. The writer accuses the people of Exeter of being uneducated and lacking "civilization." The writer seems scornful of those who live in rural areas. The audience was probably people who lived in cities.*

► **In the essay "Was George Crazy?" Kristin Lewis states that at the time of the vampire panic, people told folktales about "how fire was cleansing and disease was an evil spirit." How are these ideas reflected in the play?** (connecting texts) *In Scene 6, the townspeople say "Kill the spirit! Burn the organs!" By burning Mercy's organs, they believe they are killing a vampire—and saving Edwin from the disease tuberculosis.*

CRITICAL-THINKING QUESTIONS

► **Who is more sympathetic to the people of Exeter—Kristin Lewis or the author of the 1892 newspaper article? Explain.** *Lewis is more sympathetic. She supports folklorist Michael Bell's claim that we should not judge our ancestors for their "misguided" ideas. She explains that tuberculosis was a terrifying disease no one understood, and explains how the people of Exeter arrived at their beliefs. She talks about the emotional toll that so much loss of life had on them. The author of the 1892 article has nothing but disdain for the people of Exeter.*

► **Consider the saying "desperate times call for desperate measures." What does it mean? How does it apply to the New England vampire panics?** *It means that in very bad situations, we must try anything we can to make things better, even things we wouldn't do under ordinary circumstances. In their desperation to escape TB, the people of New England were willing to try something—exhuming loved ones—that seemed horrible.*

ESSENTIAL QUESTIONS

- How do we make decisions?
- What is the relationship between individuals and the community?
- What is the relationship between science and superstition?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other texts that explore superstition:

- "The Hound of the Baskervilles" by Arthur Conan Doyle
- "A Connecticut Yankee in King Arthur's Court" by Mark Twain
- "The Legend of Sleepy Hollow" by Washington Irving

Document-Dive Activity

7 Analyze a primary document. (15 minutes)
Distribute the activity sheet *Scope's Document*

Dive to complete as a class. In this activity, students will explore the challenging newspaper article on page 13.

Differentiated Performance Tasks

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

Lower-level: In "Was George Crazy?" Kristin Lewis asks, "Can we really blame George for what he allowed? What would you have done in his shoes?" Write one paragraph answering her questions.

Higher-level: Write a letter to the author of the newspaper article on page 13, telling him why his attitude is unfair. Draw on the play and essay for ideas.

ONLINE RESOURCES

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

AUDIO: Listen to the newspaper article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- *Scope's Document Dive**
- 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.

SURVIVING HURRICANE SANDY and AFTER THE DISASTER

Ariel Creamer, 14, is helping rebuild her community in the wake of Hurricane Sandy. We've paired a narrative nonfiction story about Ariel's efforts with an essay about rebuilding in disaster-prone areas.

Teaching Objective: to synthesize key ideas from narrative and informational texts and a video

Featured Skill: integrating key ideas and details

Other Key Skills: inference, author's craft, text evidence, domain-specific vocabulary, central ideas and supporting details, interpreting text, text features



Step-by-Step Lesson Plan

Narrative Nonfiction: "Surviving Hurricane Sandy"

1 Set a purpose/Prepare to read. (5 minutes)
Share this quote from page 17: "You can't control what happens to you, but you can always choose how you want to deal with it." Have students pair up to discuss situations in which this quote has applied to them. Invite students to share their experiences with the class. Then project or distribute our **Vocabulary Definitions**, which defines the challenging words that appear in bold in the articles. (You may wish to assign the activity that follows the word list as homework.)

2 Read and discuss the article in small groups. (25 minutes)

Have students read the first article silently in small groups, then discuss the close-reading and critical-thinking questions that follow. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

- How does the map on page 16 help you understand why the Rockaway Peninsula was so vulnerable in the hurricane? (text features) *Rockaway's southern shore is fully exposed to the Atlantic Ocean, and the strip of land is so narrow that storm waters could easily wash across to the northern shore, flooding large portions of the peninsula.*
- Reread the final section of the story on page 17. What is a "silver lining"? What silver linings have survivors of Hurricane Sandy been able to find? (inference) *A silver lining is a comforting or reassuring aspect or an unexpected benefit of an otherwise difficult situation. Sandy survivors have found a silver lining in the eagerness of others to help them. Also, some structures have been rebuilt to be better protected from future floods.*
- Author Lauren Tarshis describes the devastation in Rockaway, but suggests the area is recovering. What evidence does she offer that life in Rockaway is improving? (text evidence)

Relief organizations and volunteers from around the country are helping with donations. Neighbors are assisting each other. Last spring, beaches reopened.

CRITICAL-THINKING QUESTION

► Ariel started a Facebook page called **Survivors Silver Lining**. How could you use social media to address a problem in your hometown? *Answers will vary, but students might suggest ways to use tools like Twitter, Instagram, and YouTube to create awareness, recruit volunteers, or inspire others.*

3 Watch the video. (20 minutes)

Show the video “Rebuilding Hope,” in which Ariel Creamer takes *Scope* readers on a trip around Rockaway. Then project the **Video-Discussion Questions** and discuss as a class.

Informational Text: “After the Disaster”

4 Read the article. (25 minutes)

Read the article aloud as a class. Then discuss the close-reading questions below, which require students to go back to the text, as well as the critical-thinking questions on the next page. *These questions (without answers) are also available online as a PDF to print or project.*

CLOSE-READING QUESTIONS

- **What are some of the challenges of rebuilding after a natural disaster?** (central ideas and supporting details) *Rebuilding is expensive, and some places, like Moore, Oklahoma, and Dauphin Island, Alabama, have had to rebuild several times. Rebuilding in storm-prone areas also puts people’s lives at risk by enabling them to continue living in these areas.*
- **Where in the essay does the author pose questions to the reader? Why might the author have included these questions?** (author’s craft) *The*

Complexity Factors

See how these texts will challenge your students.

PURPOSE: The clear purpose is to show readers how one individual dealt with tragedy in a constructive way and to explain the growing challenges of dealing with severe weather. The implicit purpose is to question the wisdom of building in disaster-prone areas.

STRUCTURE: In “Surviving Hurricane Sandy,” readers see how storytelling techniques can be applied to nonfiction. The structure is mainly linear and includes narrative and informational passages as well as cause/effect structures. “After the Disaster” is an informational text that models problem-solution organization. The author uses questions to subtly guide reader thinking.

LANGUAGE CONVENTIONALITY AND CLARITY: many domain-specific words (*electrical systems, foundations, levees, drainage pump, rubber shock absorber, etc.*)

KNOWLEDGE DEMANDS: A general understanding of storms is helpful. Building construction, government relief laws, and flood-prevention measures will be unfamiliar to most students.

LEXILES: “Surviving Hurricane Sandy”: 930;
“After the Disaster”: 1180

author asks the reader questions at the end of the introduction, at the end of the “Extreme Weather” section, and in the middle of the “Building Better” section. He may have included these questions to make the reader think, and as a way to transition into the material that comes next. For example, notice how the author poses the question “Does it make sense to keep building back up what nature continues to knock down?” and then answers it.

- **Reread the final line of the essay.** What does the author mean when he says it’s time to “summon the courage to consider a future different from the past”? (interpreting text) *The author means that change can be unappealing and even frightening,*



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

but when we rebuild in the same places and in the same ways, we are planning for a future that is the same as the past—with more heartache, loss of life, and destruction.

CRITICAL-THINKING QUESTION

► **Imagine your town was hit by a flood and you are in charge of rebuilding. What are important factors to consider and why?** *Factors may include how likely it is that a severe storm will strike again, what improvements should be made to homes and buildings, building techniques that could be borrowed from other places, and which areas are more vulnerable than others.*

Featured-Skill Activity

5 Integrate key ideas. (10 minutes)

Distribute our activity sheet **Integrating Key Ideas and Details**, which will prepare students to respond to the writing prompt on page 19. In this activity, students will look for examples in both texts (and the video, optionally) of how tragedy was utilized as a strength. We recommend you have students complete this activity independently as homework. Then spend five minutes reviewing it in class the next day.

Differentiated Performance Tasks

6 Here are ideas for adapting the writing prompt on page 19 for lower- and higher-level students:

Lower-level: Write a one-paragraph summary of how Ariel Creamer turned a tragedy into an opportunity to do something good. Then write a paragraph explaining how the tragedy of Hurricane Katrina was used as an opportunity to do something good.

Higher-level: There is a Tibetan saying that “tragedy should be utilized as a strength.” In three paragraphs, explain what you think this saying means and how it applies to natural disasters. Use details from “Surviving Hurricane Sandy” and “After the Disaster” as well as the video “Rebuilding Hope.”

ESSENTIAL QUESTIONS

- What does our response to natural disasters reveal about the human spirit?
- Why does history repeat itself?
- In what ways can people from different places come together to solve problems?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Other stories that deal with surviving extreme weather:

- *Brian’s Winter* by Gary Paulsen
- *Out of the Dust* by Karen Hesse
- *The Big Wave* by Pearl S. Buck

ONLINE RESOURCES

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

VIDEO: “After Hurricane Sandy: Rebuilding Hope”*

ACTIVITIES TO PRINT OR PROJECT:

- Integrating Key Ideas and Details*
- Close-Reading and Critical-Thinking Questions*
- Video-Discussion 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.

GRAMMAR SPOTLIGHT: QUOTING and PARAPHRASING

Model, Practice, Reinforce

Review this key grammar and writing skill using “Dying To Be Strong” as a model, “The Lazy Editor” for review, and our activity sheet for reinforcement.

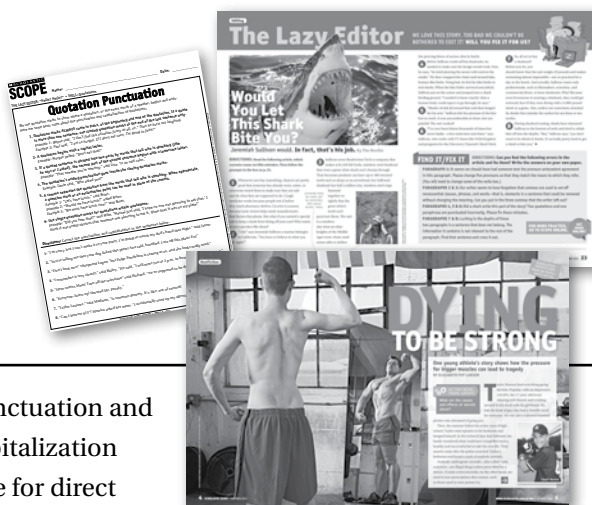
1) After students read “Dying to Be Strong,” have them reread the section “Fits of Rage.” Ask students to consider the direct quotations of Don Hooton’s words, paying particular attention to the capitalization and punctuation. Then have students consider the first sentence of the last paragraph of the section, where the author paraphrases what doctors said to Taylor’s parents. Make sure students understand the difference between directly quoting someone’s words and paraphrasing them.

2) Have students work in groups to come up with a

punctuation and capitalization rule for direct quotations and a capitalization and punctuation rule for paraphrases. Call on each group to share its rules with the class.

3) Have students work in groups to complete “The Lazy Editor,” which requires them to edit paragraphs that incorrectly punctuate direct quotes and paraphrases.

4) For extra reinforcement, hand out our **Quoting and Paraphrasing** activity, available at Scope Online.



**NEXT ISSUE'S
SPOTLIGHT:**
pronoun
ambiguity and
agreement

SCOPE'S ANNUAL FABULOUS FIRST-LINE CONTEST

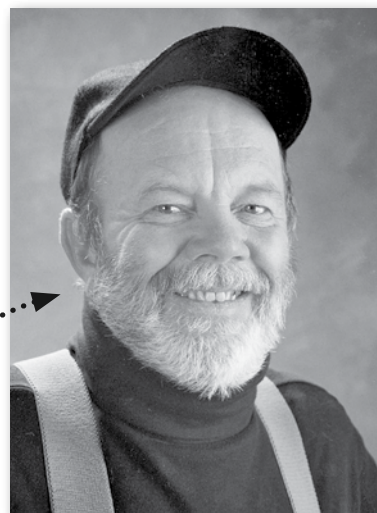
It's that time again! All *Scope* readers are invited to send in the most creative, most intriguing, most gripping first lines they can think up and enter them in our popular annual contest. The winning submission will be used by a famous author—this year, the wonderful Gary Paulsen—as the opening to an original story that will be published in *Scope* this spring.

A message to readers from Gary appears on page 24 of the magazine. And don't miss our new first-lines video, which answers the question of just what makes a first line fabulous.

We can hardly wait to read your students' entries!

—the *Scope* Editors

Your students have a chance to write the first line of author Gary Paulsen's next short story!



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