



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE



SEPTEMBER 2014

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

Get Set For a Great Year!

Greetings, dear teachers!

We're starting the year off with a fantastic issue. Our objective? To engage your students with riveting content while delivering the skill-building activities they need to succeed in your classroom (and beyond).



Team Scope on the Scholastic roof deck

Here are some of our faves:

- **Fabulous Nonfiction:** Students will connect to the themes of courage and resilience in our cover story, which follows a teen through her treatment for cancer. It's a great central ideas and details activity too!
- **More Differentiation:** We are offering even more differentiation ideas—from the culminating activities in this Teacher's Guide to quizzes and grammar activities offered on multiple levels.
- **Paired Texts:** Students will learn about the little-known eruption of Mount Tambora in 1815, which disrupted the global climate, inspired Mary Shelley to write *Frankenstein*, and drove thousands of New England farmers west. Talk about a story with connections!
- **Debate:** Two writers face off on whether sugary drinks should have warning labels. Your students decide who wins! This is a wonderful way to explore how authors craft arguments.

Enjoy!

Kristin Lewis, Executive Editor
kelewis@scholastic.com

E-mail me
anytime!

EDITOR'S PICK

Take your students back in time with our fascinating Time Machine Video about early 19th-century America. It's the perfect companion to our play *The Rocket's Red Glare*, which explores the thrilling events that led to the writing of our national anthem.

"The Star-Spangled Banner" turns 200 this month!

(O say can you see . . . Common Core Anchor Standard R9?)



ATTENTION!

Go to Scope Online and activate your online resources.



YOUR SEPTEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Animal Look-Alikes”	Students practice the correct usage of <i>good</i> and <i>well</i> while comparing the uncanny similarities between a few of their favorite celebrities and three adorable animals.	• Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Unbroken: A Year in the Life of a Girl With Cancer”	The incredible story of Lauren Bendesky, who at 15 was diagnosed with stage 4 neuroblastoma, explores themes of courage and resilience while demystifying cancer for your students.	Featured Skill: Central ideas and details • Figurative language • Author’s purpose • Tone • Cause/effect • Inference • Author’s craft • Text features • Figures of speech
Drama, pp. 10-16 <i>The Rocket’s Red Glare: The Incredible Story of “The Star-Spangled Banner”</i>	This exciting historical drama reveals the remarkable events that led to the writing of “The Star-Spangled Banner.” We’ve paired the play with a thoughtful essay about the tradition of singing our national anthem at sporting events.	Featured Skill: Synthesizing • Inference • Interpreting text • Author’s craft • Map reading • Supporting details • Poetry analysis
Debate/Essay Kit, pp. 17-21 “Your Favorite Drinks Can Wreck Your Body”	Studies show that sugary drinks are seriously harming our health. Is it time to put warning labels on them? Two writers face off on the debate, and your students choose who wins.	Featured Skill: Analyzing arguments • Central ideas • Supporting details • Opposing points of view • Compare/contrast • Synthesizing • Text features
Paired Texts, pp. 22-25 “The Volcano That Changed the World”	A thrilling article and infographic on the 1815 eruption of Mount Tambora, along with our behind-the-scenes video, provide a great way to explore author’s craft.	Featured Skills: Cause/effect, author’s craft • Figurative language • Interpreting visual text • Synthesizing
Fiction and Poem pp. 26-31 “Dear Future” and “On Turning 10”	In this touching coming-of-age story, a surprising find at a used-book sale helps a boy navigate a tough period in his life. We’ve paired it with a poem about growing up by Billy Collins.	Featured Skill: Character • Text marking • Inference • Author’s craft • Plot • Poetry analysis • Synthesizing
You Write It, p. 32 “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 fantastic Lemony Snicket!	• Understanding author’s purpose • Writing hooks



MAURICE R. ROBINSON, 1895-1982, FOUNDER

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ONLINE RESOURCES (scope.scholastic.com)	COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>good</i> and <i>well</i> 	R.4, L.1, L.2
<ul style="list-style-type: none"> • Audio: Hear the article read aloud • PW Close-Reading & Critical-Thinking Questions • PW Themed Vocabulary: Medical Words • PW Read, Think Explain: Nonfiction Elements (two levels) • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Summarizing • PW Core Skill: Central Ideas and Details • PW Core Skill: Text Structure 	R.1, R.2, R.3, R.4, R.10, W.2, W.4, W.9, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> • Video: “Time Machine: The War of 1812” • PW Poetry Dive • PW Organize Your Thoughts • PW Close-Reading & Critical-Thinking Questions • PW Video Discussion Questions • PW Literary Elements • PW Vocabulary: Definitions and Practice • IW PW Quiz (two levels) • PW Essay Kit • PW Contest Entry Form • PW Core Skill: Mood 	R.1, R.4, R.7, R.9, R.10, W.1, W.4, W.5, W.9, SL.1, L.4, L.6
<ul style="list-style-type: none"> • PW Scavenger Hunt • PW Evaluating Arguments: A Checklist and Glossary of Terms • PW Essay Kit • IW PW Quiz (two levels) • PW Synthesis Questions • PW Vocabulary: Definitions and Practice • PW Core Skill: Tone 	R.1, R.3, R.6, R.8, R.9, R.10, W.1, W.4, W.5, W.9, W.10, SL.1, L.1, L.2, L.3, L.6
<ul style="list-style-type: none"> • Video: “Behind the Scenes” • PW Cause/Effect • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice • PW Blank World Map • PW Frankenstein Play and Video • PW Primary document • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Text Evidence • PW Core Skill: Text Features 	R.1, R.2, R.4, R.5, R.6, R.7, R.9, R.10, W.2, W.4, W.7, W.8, SL.1, SL.2, L.1, L.2, L.5, L.6
<ul style="list-style-type: none"> • Audio: Dramatic reading of “On Turning 10” • PW Analyzing Character • PW Poetry Text Marking • PW Critical-Thinking Questions • PW Literary Elements • IW PW Quiz (two levels) • PW DIY Vocabulary • PW Contest Entry Form • PW Core Skill: Inference 	R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, R.10, W.2, W.4, SL.1, L.1, L.2, L.5
<ul style="list-style-type: none"> • Video: “What Is a Fabulous First Line?” • PW Contest Entry Form 	R.1, W.4, L.1, L.2

* To find grade-level specific Common Core standards as well as the Texas State Standards, go to Scope Online.

Unbroken

A year in the life of a girl with cancer

Preview: The incredible story of Lauren Bendesky, who at 15 was diagnosed with stage 4 neuroblastoma, explores themes of courage and resilience while demystifying cancer for your students.

Learning Objectives: to cite text evidence that shows how cancer affected Lauren and how she dealt with challenges; to understand the nature of cancer

Key Skills: central ideas and details, figurative language, author's purpose, tone, cause/effect, inference, author's craft, text features, figures of speech



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview domain vocabulary.

(3 minutes, activity sheet online)

Project the words and definitions from our **Themed Vocabulary** activity. Highlighted words: *antibody*, *cells*, *fatigue*, *metastasize*, *nervous system*, *oncologist*, *spinal cord*, *transfusions*, *tumor*

2 Reading the Article

- Read the article as a class, starting with the “As You Read” box on page 5. Refer to the vocabulary list as you come to words in bold.

- Break students into groups to discuss the **Close-Reading** and **Critical-Thinking Questions** below.

Close-Reading Questions

(10 minutes, activity sheet online)

▶ On page 5, the author writes that for Lauren, the sounds of medical machines

“had become the soundtrack to her life.” What does this metaphor mean? What ideas or feelings does it suggest? (figurative language) *The metaphor suggests that hospital sounds were a constant in Lauren’s life—that Lauren’s illness had basically taken over her life. The metaphor evokes feelings of anxiety, isolation, pain—emotions associated with being in the hospital.*

▶ On page 6, the author notes that Lauren loved buffalo chicken sandwiches. Why might the author have included this detail? What idea does this detail support? (author’s purpose/key ideas and details) *The author probably included this detail to help readers relate to Lauren, and to help support the idea that before she got cancer, she was a normal teenage girl.*

TIP!

Challenge students to use their new vocab during class discussions.

▶ Reread the paragraph on page 7 that begins “During the past 50 years . . .”

Describe the author’s tone in terms of how she presents Lauren’s situation as her treatment is about to begin. (tone) *The author’s tone is mixed. She is optimistic when*

she notes the knowledge and skill of Lauren's doctor, Brian Cauff, noting that he "had a variety of powerful tools at his fingertips." Her tone turns somber when she repeats Cauff's warning that treatment will be grueling.

► **After chemotherapy, Lauren wore a mask when she went outside, and she could not eat fresh fruits or veggies or drink tap water. Explain why.**

(cause and effect/inference) *The immune system protects us from germs. Chemotherapy weakened Lauren's immune system, so germs that are usually harmless had the potential to make her sick. You can infer that uncooked food and tap water contain more germs than cooked food and filtered or treated water, and that the mask filtered out germs in the air.*

► **On page 8, what does the phrase "threw herself into" tell you about the way Lauren approached online classes?** (author's craft) *It tells you she worked very hard.*

► **Why do you think the author included the sidebar "What Can You Do To Help?" How do the photographs support the purpose of the sidebar?** (author's purpose/text features) *The sidebar is a call to action, encouraging readers to get involved and help kids with cancer. The smiling kids in the photos suggest that St. Baldrick's events are joyful; the photos might be intended to encourage readers to participate.*

► **Consider this sentence from page 9: "By the spring of 2013, Lauren seemed to have turned a corner." What does "turned a corner" mean? Use context clues to help you.** (figures of speech) *It means to start to improve after a difficult period, or to pass a milestone or critical point and start to recover.*

Critical-Thinking Questions

(5 minutes, activity sheet online)

► **What words describe Lauren? Support your answer with text evidence.** *Students might say optimistic, resilient, positive, generous,*

determined, etc. Possible evidence includes the description at the beginning of the article of Lauren labeling her day as mostly good, despite her pain and worries (6); "Lauren endured with grace and determination" (7); "Yet through it all, Lauren found ways to stay positive" (8); the fact that Lauren filled up the jar of pink stones faster than the jar of blue stones (8); the description of Lauren embracing the loss of her hair (9); and when Lauren says that having cancer "teaches you that you have to be grateful for what you have" (9).

ESSENTIAL QUESTIONS

How can difficult experiences make us stronger?
.....

How can we persevere through extraordinary challenges?
.....

How can we help people who are sick?

► **On page 8, the author lists Lauren's learning everything she could about neuroblastoma as one of the things Lauren did to stay positive. How could learning about her disease have helped Lauren stay positive?** *Perhaps knowing about her disease gave Lauren a sense of control over it, or helped her participate in decisions about her treatment.*

► **How has Lauren turned having cancer into something that is also positive?** *Lauren has used it as a way to cultivate gratitude, saying that cancer "teaches you that you have to be grateful for what you have, even if it's not what you dreamed of" (9). Also, her experience inspired her to help other young people undergoing treatment. She volunteers as a mentor for kids with cancer and started her own foundation (9).*

3 Skill Building

Featured Skill: Central Ideas and Details

(15 minutes, activity sheet online)

Print and distribute the activity sheet **Core Skill: Central Ideas and Details**, which will prepare students to respond to the prompt on page 9.

► **GO DEEPER!** Don't miss our collection of great organizations that help kids with cancer. Break students into groups to create presentations about the work each organization is doing. Find the collection at Scope Online.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain three ways Lauren coped with having cancer. Use text evidence to support your answer.

For Advanced Readers

How does author Kristin Lewis develop the idea that staying positive is important to Lauren? Why do you think staying positive is so important to Lauren? Answer both questions in a short essay. Support your ideas with text evidence.

Complexity Factors

See how this text will challenge your students.

Purpose: The main purpose is to relate the inspiring story of a teen’s courageous battle against cancer. The author also aims to educate readers about the science of cancer and treatments for the disease.

Structure: nonlinear; includes narrative and informational passages as well as text features such as sidebars

Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic and domain-specific vocabulary words (*metastasize, oncologist, antibody*)
- **Figurative language:** metaphor, figure of speech, onomatopoeia (“soundtrack to her life,” “beeps and bleeps”)

Knowledge Demands: Prior knowledge of chronic and terminal illnesses—as well as an understanding of how cells grow and divide—will aid comprehension.

Lexile: 1000L

Literature Connections

Connect this story with novels that explore how we cope with sickness.

- *The Fault in Our Stars* by John Green
- *Fever 1793* by Laurie Halse Anderson
- *Little Women* by Louisa May Alcott

ONLINE RESOURCES

AUDIO: Hear the article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Themed Vocabulary: Medical Words*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Summarizing
- Core Skill: Central Ideas and Details*
- Core Skill: Text Structure

*Supports the lesson plan

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The Rocket's Red Glare

The riveting story behind “The Star-Spangled Banner”

Preview: This exciting historical drama reveals the remarkable events that led to the writing of “The Star-Spangled Banner.” We’ve paired the play with a thoughtful essay about the tradition of singing our national anthem at sporting events.

Learning Objective: to support an opinion about whether the anthem should be sung at sporting events

Key Skills: synthesizing, inference, interpreting text, author’s craft, map reading, supporting details, poetry analysis



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Set a purpose for reading. (3 minutes)

Explain to students that they will be performing a play about the events that inspired the national anthem. Ask what they think the national anthem means to Americans. Write their ideas on the board. (*They might say patriotism, pride, etc.*)

Watch and discuss a video.

(5 minutes, activity sheet online)

Distribute or project our **Video Discussion Questions**. Then show our **Time Machine Video**, which will provide historical context for the play. Discuss the questions as a class.

Preview vocabulary.

(3 minutes, activity sheet online)

Project or distribute our **Vocabulary** activity and preview words in the play. Highlighted words: *abide*, *bombardment*, *fervent*, *glorification*, *hull*, *languish*, *stench*, *strains*, *wits*

2 Reading the Play

(20 minutes)

Read aloud the “As You Read” box on page 12. Then assign parts and read the play. Be sure to read the map and captions as well. Break students into groups to discuss the questions below.

Close-Reading Questions

(20 minutes, activity sheet online)

▶ In Scene 2, what does Skinner mean when he says, “Even amid the savagery of war, soldiers must abide by certain rules”? (interpreting text) *Skinner means that though war is violent, everyone agrees to follow certain rules. He is assuring Key that the British will respect the truce flag.*

▶ Why does General Ross agree to release Dr. Beanes? (inference) *Ross is persuaded by the letters that Key and Skinner present to him, in which British soldiers explain how Dr. Beanes cared for them when they were injured.*

► **How does the author build tension and suspense in Scenes 6 and 7?** (author's craft) *Through vivid description of the attack, the author makes it clear that the Americans may lose. The author also draws the action out—the reader must wait with the characters to find out the outcome of the battle.*

► **What was happening on land during the bombardment of Fort McHenry?** (map reading) *British troops were marching toward Baltimore.*

Critical-Thinking Questions

(3 minutes, activity sheet online)

► **Dr. Beanes helped injured British troops.**

What does this reveal about his character? *He is very compassionate, even toward those who fight against America.*

► **How does Skinner and Key's relationship change?** *At first, Skinner is irritated by Key. He is critical of Key's inexperience and says he doesn't need Key on the mission. By the end, Skinner has gained respect for Key; he shakes Key's hand and says, "We did it." Skinner was impressed by Key's skill in negotiating Beanes's release.*

ESSENTIAL QUESTIONS

What unites people during hard times?
.....

What is patriotism?
.....

How do events inspire literature?

"with tears streaming down their faces" or with "an arm around a loved one." She writes that after the bombing, the anthem gave people "a way to express their love for their city and their country."

Critical-Thinking Questions

(3 minutes, activity sheet online)

► **Why did the national anthem have special significance at the games described in the essay? How are the circumstances of those games similar to the circumstances under which Key wrote the anthem?** *At the games in 1918 and 2013, the strength and safety of the U.S. was on people's minds. This is why "The Star-Spangled Banner" took on deeper meaning. Key wrote "Defence of Fort M'Henry" after watching the U.S. under attack; Key, too, was concerned with America's strength and safety.*

► **The essay states that some people "find the anthem too violent and object to what they see as its glorification of war." Would Key agree?** *Students may say that Key would not agree. He might argue that he wrote his poem as a tribute to our country and in celebration of its survival, but not to glorify war.*

3 Reading the Essay

(20 minutes)

Read the essay as a class and discuss these questions.

Close-Reading Questions

(3 minutes, activity sheet online)

► **What does the author mean when she writes that what happened at the 2013 Bruins game "echoed a moment from history"?** (interpreting text) *She means it was similar to what happened at the first game of the 1918 World Series.*

► **How does the author support her claim that the anthem "still holds tremendous meaning for many Americans"?** (supporting details) *She describes the fans at the 2013 Bruins game singing the anthem*

4 Skill Building

Poetry Analysis and Synthesizing

(one class period, activity sheet online)

The lyrics to "The Star-Spangled Banner" are hard! Have students work in groups to complete our **Poetry Dive** activity, which will aid comprehension and help them connect the lyrics to the play.

Preparing to Write

(10 minutes, activity sheet online)

Distribute **Organize Your Thoughts**. It will prepare students for the prompt on page 16.

► **IDEA!** Have students work in groups to write a scene set at Fort McHenry during the bombardment. They will need to do research.

Differentiation

For Struggling Readers

Should we continue to play “The Star-Spangled Banner” at sporting events? (Our Essay Kit will help students craft a central claim, or thesis, and support it with evidence from the texts in response to this question.)

For Advanced Readers

Write a speech that Francis Scott Key might give about singing the national anthem at sporting events. Draw on details in the play and the essay.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: The play tells the true story of the battle that inspired “The Star-Spangled Banner.” The essay explores the anthem’s enduring power.

Structure: The play is mainly linear, with a past-tense prologue and epilogue. The essay has descriptive and cause-and-effect passages.

Language Conventionality and Clarity:

- **Vocabulary:** some higher academic vocabulary and archaic constructions (e.g., *abide*, *glorification*, “*Even amid the savagery of war*,” “*I fear he may be lost forever*”)
- **Figurative language:** includes metaphors

Knowledge Demands: Some knowledge of early American history will be helpful for comprehension. Familiarity with the national anthem’s lyrics will enhance appreciation of both texts.

Lexile: 1010L (essay)

Literature Connections

Connect the play to other classic poems inspired by historical events.

- *Oh Captain! My Captain!* by Walt Whitman
- *Paul Revere’s Ride* by Henry Wadsworth Longfellow
- *The Charge of the Light Brigade* by Alfred, Lord Tennyson

ONLINE RESOURCES

VIDEO: “Time Machine: The War of 1812”

ACTIVITIES TO PRINT OR PROJECT:

- Poetry Dive*
- Organize Your Thoughts*
- Close-Reading and Critical-Thinking Questions*
- Video Discussion Questions*
- Literary Elements
- Vocabulary*
- Quiz (two levels)
- Essay Kit
- Contest Entry Form
- Core Skill: Mood

*Supports the lesson plan

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The Volcano That Changed the World

An 1815 eruption caused weather disasters around the planet

Preview: A thrilling article and infographic, along with our behind-the-scenes video, provide a great way to explore author's craft.

Learning Objective: to analyze how a nonfiction article and an infographic present cause-and-effect relationships

Key Skills: cause/effect, author's craft, figurative language, interpreting visual text, synthesizing



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary. (6 minutes)

Hand out or project our **Vocabulary** word list and definitions for students to use as a reference while they read. Assign the reinforcement activity for homework. Highlighted words: *dissipate*, *dormant*, *plumes*, *pyroclastic surge*, *rice paddies*, *slogging*, *stratosphere*

2 Reading the Texts

- Have students read the article in small groups. Then invite each group to share what they found interesting or surprising.
- Have each group read the infographic. As students read the text in each circle, they should decide whether it introduces new information that is not included in the article.
- Discuss the following close-reading and critical-thinking questions as a class.

Close-Reading Questions

(15 minutes, activity sheet online)

- ▶ **On page 23, in a reference to the strange weather, the author asks, “Were witches to blame?” Why might the author ask this question? What does this question reveal about people’s understanding of the weather in 1816?** (author’s craft) *The author asks this question to show what people may have been wondering at the time. The question reveals that people had a limited understanding of the weather.*
- ▶ **In “A Ruined Land,” what does the author mean when she writes, “Tambora woke up”? What literary device is she using?** (figurative language) *She means the volcano became active. She is using personification.*
- ▶ **In “Solving a Mystery,” why does the author provide information about the 1991 eruption of Mount Pinatubo?** (author’s craft) *The author explains what happened at Pinatubo because it is*

similar to what happened at Tambora. She explains that studying Pinatubo's eruption has helped scientists understand the effects of Tambora's eruption.

▶ **According to the infographic, which effects of Tambora's eruption occurred farthest away from the volcano? Explain what happened.** (interpreting visual text, synthesizing) *Melting of sea ice in the Arctic region happened farthest away from the volcano. Tambora's eruption cloud was so huge that it blocked the sun and changed Earth's climate. Although the temperature dropped overall, you can infer that it rose in some areas, causing some Arctic ice to melt and trapping British explorers when it refroze.*

▶ **What do you learn from the infographic that you don't learn from the article? What do you learn from the article and not from the infographic?** (interpreting visual text/synthesizing) *The infographic gives you a visual sense of how widespread Tambora's effects were. The infographic also includes certain details that aren't in the article, such as what happened in the Arctic. The article tells the stories of people, like the Hoisingtons. It also explains the science behind Tambora's effects by comparing them with Mount Pinatubo's effects.*

Critical-Thinking Questions

(5 minutes, activity sheet online)

▶ **What can you conclude from the article and infographic about how a local event can affect both the natural world and the human world? Use text evidence in your answer.** *You can conclude that a local event can have global effects. Tambora is located in Indonesia, yet its eruption caused summer snow in New England, frosts across northern China, flooding in Europe, and droughts and floods in India. These*

weather events had many consequences for the human world. The cold and rain "blackened millions of acres of farmland," which led to famine and disease. Like the Hoisingtons in Vermont, many people had to leave their homes as a result of the weather caused by the eruption.

▶ **If something similar to the Tambora eruption of 1815 were to occur today, what would be different about the response of people around the world?**

Explain. *The article explains that in 1815, few people were aware of Tambora's eruption, and that even if they had been, they never would have imagined the eruption was related to the strange weather around the globe. Today, the world is interconnected, and information travels much faster than it did 200 years ago. It is likely that today, within minutes of such an eruption, news would be available around the world, and scientists would connect the effects of the eruption to the cause.*

ESSENTIAL QUESTIONS

How does climate change affect the earth?
.....

How does science give us new perspectives?
.....

How are people on Earth interconnected?

3 Skill Building

Explore author's craft.

(10 minutes, activity sheet online)

Distribute or project our **Video Discussion Questions**. Then show our behind-the-scenes video, in which author Lauren Tarshis discusses how she researched and wrote the article. Have students respond to the questions in small groups. The questions will guide students to explore author's craft and make connections to the text.

Explore cause/effect.

(10 minutes, activity sheet online)

Distribute our **Cause/Effect** activity, which will prepare students to respond to the writing prompt on page 25.

▶ **DIG DEEPER!** The eruption of Mount Tambora set in motion a series of events that led Mary Shelley to write *Frankenstein*. Amazing! So we've dug up our play *Frankenstein* from the Scope Archive and posted it online for you. Enjoy!

Get our
Frankenstein
play at Scope
Online—our
gift to you!

Differentiation

For Struggling Readers

Write a letter to the Hoisingtons explaining what caused the strange weather of 1816 and how it affected people around the world.

For Advanced Readers

Have students research the effects that Mount Pinatubo had on people and the planet. (Tell students to keep in mind what Lauren Tarshis said in the

EDITOR'S TIP!

Go online to find a PDF of pages from Sabrina Hoisington's diary. A great primary-source activity!

video about how she researched her article.) Use our blank world map from Scope Online and have students indicate these effects on it, modeled on the infographic.

Complexity Factors

See how these texts will challenge your students.

Purpose: to illustrate, through one striking example, the profound effects that a volcanic eruption can have on weather conditions worldwide

Structure: nonlinear; includes narrative and informational passages

Language Conventionality and Clarity:

- **Vocabulary and figurative language:** considerably challenging academic and domain-specific vocabulary (*pyroclastic surge*, *dissipate*, *stratosphere*), as well as simile and personification

Knowledge Demands: Some knowledge of geography will help readers comprehend the scope of the volcano's effects.

Lexile: 1000L

Literature Connections

Connect the article to other texts that explore cause-and-effect relationships.

- *Silent Spring* by Rachel Carson
- "A Sound of Thunder" by Ray Bradbury
- *Stargirl* by Jerry Spinelli

ONLINE RESOURCES

VIDEO: "Behind the Scenes"

ACTIVITIES TO PRINT OR PROJECT:

- Cause/Effect*
- Video Discussion Questions*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Blank world map
- Frankenstein play & video
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Text Evidence
- Core Skill: Text Features

*Supports the lesson plan

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Dear Future

A beautiful story and poem explore what it means to grow up

Preview: In this touching coming-of-age story, a surprising find at a used-book sale helps a boy navigate a tough period in his life. We've paired it with a poem about the end of childhood by Billy Collins.

Learning Objectives: to practice marking texts; to compare how characters in a story and a poem view growing up

Key Skills: character, text marking, inference, author's craft, plot, poetry analysis, synthesizing



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Set a purpose for reading. (5 minutes)

- Write *growing up* on the board and ask students what ideas they associate with this phrase. Discuss whether it evokes more positive or negative feelings.
- Read aloud the “As You Read” box on page 27.

2 Reading the Story

Read, discuss, mark. (25 minutes)

- Read the story as a class. Break students into small groups to read it again. Have students pause to answer the close-reading questions in the margins and then write their answers in their magazines.
- Have each group come up with its own close-reading question to ask the class.

Answers to Close-Reading Questions

Inference (p. 27) *This line implies that the other shoppers are elderly; “sea of gray” refers to their hair.*

Character (p. 28) *Mom is upbeat. James seems to admire her even though he's not as positive as she is.*

Character (p. 28) *These photographs have nothing to do with James's life; you can infer that he wants to find something he can relate to.*

Inference (p. 28) *She is likely writing to her future self, a person she does not yet know.*

Author's Craft (p. 29) *He creates rhythm by presenting a series of questions that all start the same way. This rhythm creates urgency and mimics how questions might quickly run through one's mind.*

Character (p. 29) *James is caught up in his excitement about finding the journal and connecting with A; calling himself “the future” rather than “James” allows him to talk to Annie as if he's part of her life rather than a stranger.*

Character (p. 30) *Finding Annie's journal changed James's perspective on his life. He started the day thinking about how his life has gotten worse as he has*

grown up: His dad lost his job, and his family had to sell their home. Connecting with Annie made James realize that hard times get better.

► **Plot** (p. 30) *James's fears about adulthood and his worries about his parents are being resolved. He accepts that missing the past doesn't have to mean disliking the present or future.*

► **Character** (p. 30) *James has come to see the value in the challenging time he is going through.*

- As a class, discuss the **Critical-Thinking Questions**.

Critical-Thinking Questions

(10 minutes, activity sheet online)

► **Describe the books mentioned in “Dear Future” and explain how they affect the characters. What does “Dear Future” suggest about the importance of books?** *At the beginning, James is at a used-book sale with his mother. He describes the variety of books at the sale and notes that his mother uses reading to “escape.” James sees a Ray Bradbury novel that reminds him of an embarrassing experience at school when he “blurled” out his thoughts about Bradbury’s “The Night.” The story, James says, was about the end of childhood—which he can relate to. Annie’s journal helps James work through his feelings about growing up. “Dear Future” suggests that books give us new perspectives and help shape our lives.*

► **On the phone, Annie says that sometimes she misses the past, even if it wasn’t easy. What might she mean? Why might someone miss a difficult time of life?** *Annie may mean that she has come to realize the value of her difficult experiences. There are many reasons someone might “miss” a hard time of life. For example, looking back you might come to see that it wasn’t so bad, or that those hard experiences were good in some way.*

► **At the beginning, there is little communication between characters. When and how does the level**

of communication in the story change? How does this change affect the characters? *Communication between characters begins to change when James calls Annie. Though their conversation is brief, James is able to let Annie know he is having a hard time and she reassures him. Communication between James and his parents opens up over dinner, when James tells them about the journal and his parents share their thoughts about growing up and dealing with life’s challenges. James’s outlook on life improves after this conversation.*

► **What does the last line of the story mean?** *James wants to look back and see the good in this hard time, just as Annie was able to do in her life.*

ESSENTIAL QUESTIONS

How do memories impact our lives?
.....

What does it mean to grow up?
.....

How is childhood different from adulthood?

3 Reading the Poem

(20 minutes, activity sheet online)

- Read the poem to the class, or play our dramatic reading.
- Distribute the **Poetry Text-Marking Activity** and answer the first three questions as a class. Have students complete the rest in groups.
- Discuss the inference question on page 31. *The speaker used to be filled with wonder and excitement; he used to feel invincible, even magical. Now, the realities of life have sunk in. He has become serious.*

4 Skill Building

Featured Skill: Character

(15 minutes, activity sheet online)

Distribute our activity sheet **Analyzing Character**. In this activity, students will prepare for the writing prompt on page 31 by exploring how James’s attitude about growing up changes over the course of the story.

► **TIP!** Have students write a letter to their future selves. What would they want to tell themselves in 10 years about their lives now?

Differentiation

For Struggling Readers

In two well-organized paragraphs, explain how James changes over the course of the story and what causes him to change.

For Advanced Readers

Write a letter from James to the speaker in the poem, in which James explains what he realized about growing up and offers advice to the speaker of the poem based on his experiences.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning: The implicit meaning of “Dear Future” is that growing up is challenging. The implicit meaning of the poem is that growing up means losing something special; it means leaving magic and wonder behind.

Structures: The story is mainly chronological. The poem follows the conventions of poetry and has five stanzas.

Language Conventionality and Clarity:

- **Vocabulary:** some higher academic vocabulary (e.g., *chaos*, *grizzly*, *rummage*)
- **Figurative language:** metaphors and similes (e.g., “sea of gray,” “all the dark blue speed drained out of it”)

Knowledge Demands: Familiarity with other coming-of-age stories may enhance appreciation for the texts but is not essential for comprehension.

Lexile: 900L (fiction)

Literature Connections

Connect the story and poem to other wonderful texts about growing up.

- *The Outsiders* by S. E. Hinton
- “Eleven” by Sandra Cisneros
- *The Adventures of Huckleberry Finn* by Mark Twain

ONLINE RESOURCES

AUDIO: Dramatic reading of “On Turning 10”

ACTIVITIES TO PRINT OR PROJECT:

- Analyzing Character*
- Poetry Text Marking*
- Critical-Thinking Questions*
- Literary Elements
- Quiz (two levels)
- DIY Vocabulary
- Contest Entry Form
- Core Skill: Inference

*Supports the lesson plan

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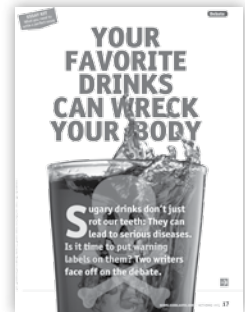
Your Favorite Drinks Can Wreck Your Body

Two writers debate. Your students decide who wins!

Preview: The debate over sugary drinks becomes an engaging activity on what makes a good argument.

Learning Objectives: to read and critique two argument essays, develop a working vocabulary for discussing arguments, and explore how authors write argument essays

Key Skills: analyzing arguments, central ideas, supporting details, opposing points of view, tone, compare/contrast, synthesizing, text features



Step-by-Step Lesson Plan

Read, Mark the Text, Debate

1 First Read

(7 minutes, activity sheet online)

- Project or distribute our **Vocabulary** words and definitions for students to refer to as needed. Assign the reinforcement activity as homework.
- Give them a few minutes to skim the essays and note the text features. Then read both essays as a class.
- Ask students: **Regardless of what you personally think about warning labels, which author do you think makes the best argument?** Take a quick poll and write the results on the board.

2 Second Read

Mark the text. (one class period)

Project the “Yes!” article and complete the following steps as a class, modeling text marking on your whiteboard while students mark their magazines.

- **Central idea/main argument:** Draw a star next to a line that expresses the author’s main point. *For example: “Putting warning labels on sugary drinks would save lives.”*

• **Supporting details:** Underline five details the author uses to support his argument. As a class, decide which three are the strongest. Have students write them in the chart on page 21, under “Yes.”

• **Opposing point of view:** Circle the passage in which Russ Lloyd acknowledges the other side of the debate (also known as the “counterargument”). Invite a volunteer to summarize how Lloyd rebuts (argues against) the other side. *In the section “The Worst,” Lloyd writes that it may seem unfair to single out sugary drinks but then explains that sugar in liquid form is even more unhealthy than sugar in solid food.*

• **Tone and word choice:** In an argument or opinion essay, authors often use strong, emotional language to try to win you over. Draw a box around words or phrases Lloyd uses to appeal to your emotions. (Hint: Look carefully at how he talks about sugar at the beginning.) Write a few notes in the margin about why he likely chose the words he did. *You may box words and phrases at the beginning of the essay, where Lloyd uses hyperbole. He describes soda as “a killer on the loose” and quotes an expert who calls sugar “poison.”*

He is likely trying to shock and outrage the reader.

Repeat this text marking activity for the “No!” side of the debate, but this time have students work in groups.

NOTE: If you’d prefer students did not mark up their magazines, use our **Scavenger Hunt** activity sheet instead.

3 Putting It All Together

(one class period, activity sheet online)

Discuss the following **Synthesis Questions** as a class.

▶ **What do the authors agree about? What do they disagree about?** (compare/contrast) *They agree that sugar consumption is a problem in America. They disagree about whether warning labels on sugary drinks are the solution.*

▶ **How do the images support each author’s argument?** (text features) *The images in “Yes!” show soda with a scary warning label, information about juice, and facts about sugary drinks. These reinforce the point that sugary drinks are dangerous. In “No!,” the photo shows two kids looking up from their sodas; the boy looks irritated. This suggests that interfering with soda drinking is annoying.*

▶ **Compare how each author uses information about warning labels on cigarettes.** (compare/contrast) *Lloyd says that anti-smoking measures, including warning labels, have reduced the number of people who smoke, and implies that warnings on drinks could be similarly effective. Cook argues that cigarette taxes have been more effective than cigarette warning labels. He also cites a study that found that certain types of warnings might cause smokers to smoke more, to suggest that warning labels on soda might backfire.*

▶ **TIP!** This reading activity is designed to build understanding of how authors craft arguments. It’s also a great way to help students in their own writing. Our handy Essay Kit, available online, will help students write their own argument essays.

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to see how these texts will challenge your students, including Lexile scores.

▶ Reread the sidebar “Apple? Or Apple Juice?” in “Yes!” What point in “No!” does it counter? Explain.

(text features) *In “No!,” Cook says it would be silly to put warning labels on all high-sugar foods, and names apples as an example of such foods. He is basically saying that eating an apple is the same as drinking a soda. But as the sidebar about juice explains, fruit is full of fiber that counteracts the negative effects of the sugar.*

4 Debate

(15 minutes)

- Now that students have analyzed the texts, their opinions about which author makes the best argument may have changed. Have each student complete this sentence on his or her own paper: **I think _____ makes the stronger case. I think so because _____.**
- Divide the room into two sides: the Russ Lloyd side and the Evan Cook side. Have students stand on the side of the author they believe makes the stronger case. Tally the number of students on each side. Has the number changed since the poll you took in step 1? Ask a few students to explain why their opinion changed.
- Hold a debate about which author makes the stronger argument. (Have a student act as moderator.) Encourage students to use text evidence to support their opinions. As the debate unfolds, students may change their opinions and quietly walk to the other side. Be sure to ask any students who do so what made them change their minds.

ONLINE RESOURCES

ACTIVITIES:

- Scavenger Hunt*
- Synthesis Questions*
- Vocabulary*
- Essay Kit
- Quiz (two levels)
- Core Skill: Tone

*Supports the lesson plan

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