



# SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S  
GUIDEDECEMBER 2015 /  
JANUARY 2016

## A COMPLETE TEACHING KIT

ISSUE DATE	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER/ JANUARY	FEBRUARY	MARCH	APRIL	MAY
---------------	-----------	---------	----------	----------------------	----------	-------	-------	-----

# On Our Minds: YOU

Dearest teachers,

I want to take a moment to say **thank you to each and every one of you.** Thank you for pouring your hearts and souls into your students' learning. Thank you for working so tirelessly to help them become stronger readers, writers, and thinkers. Thank you for those long hours spent perfecting your lesson plans, grading (many!) essays, and coming up with creative ways to differentiate your instruction. Thank you for caring so much that you find yourself worrying about that *one* student into the wee hours of the night. Thank you for your creativity, your wisdom, your fortitude.

You inspire me. You are the reason we make this magazine. It is an honor and a privilege to be a part of your classroom.

So thank you for doing what you do.

Thank you for being you.

Wishing you and your students a wonderful holiday,

Kristin



Kristin Lewis  
Executive Editor  
kelewis@scholastic.com

E-mail me  
anytime!



From all of us at Team Scope: THANK YOU!

### DON'T MISS THIS!

Don't miss this issue's fantastic **Behind the Scenes video**, in which the author talks to your students about how she researched and wrote her article "Attack at Sea."



Find us online at [scope.scholastic.com](http://scope.scholastic.com)

# YOUR DECEMBER/JANUARY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Goes Dog Sledding”	Students practice using <i>good</i> and <i>well</i> while reading about (very adorable) sled dogs.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-10</b> “Attack at Sea”	In 1915, 12-year-old Elsie Hook climbed aboard the <i>Lusitania</i> for what would be its final voyage. Just before the <i>Lusitania</i> reached its destination, it was torpedoed by a German submarine. This is the harrowing story of Elsie’s miraculous survival.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Author’s craft</li> <li>• Text structure</li> <li>• Mood</li> <li>• Figurative language</li> </ul>
<b>Paired Texts, pp. 11-17</b> “Playing with Pain” and “Travel Team Heartbreak”	A thought-provoking nonfiction article about the problem of overuse injuries is paired with a moving personal essay about the author’s son coping with rejection in basketball. After reading both texts, your students will write a problem and solution essay.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Synthesizing</li> <li>• Word choice</li> <li>• Tone</li> <li>• Key ideas and details</li> <li>• Text structure</li> <li>• Summarizing</li> <li>• Reading for information</li> <li>• Literary device</li> <li>• Interpreting text</li> </ul>
<b>Drama, pp. 18-25</b> <i>The Mystery of the Stolen Jewel</i>	Bring your students into the fascinating world of Sherlock Holmes with our play based on “The Adventure of the Blue Carbuncle.” Plus! An informational text about how modern-day detectives solved a jewel heist with the help of forensic science.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Forming an opinion</li> <li>• Character</li> <li>• Inference</li> <li>• Author’s craft</li> <li>• Plot</li> <li>• Synthesizing</li> </ul>
<b>Debate, pp. 26-27</b> “Should Kids Get Paid to Do Chores?”	Megan thinks she should get paid to do chores around the house. Her mom disagrees. Who makes the best argument? Your students decide.	<ul style="list-style-type: none"> <li>• Supporting an argument</li> <li>• Central ideas and details</li> </ul>
<b>The Lazy Editor, pp. 28-29</b> “Scream Machines”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the history of roller coasters.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> <li>• Revision</li> </ul>
<b>You Write It, p. 32</b> “Drink This!”	Students use our awesomely gross infographic to write a letter arguing why their city or town should use recycled wastewater.	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Interpreting visual text</li> <li>• Central ideas and details</li> </ul>

ONLINE RESOURCES (scope.scholastic.com)	COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> <li>• <b>PW</b> More practice with <i>good</i> and <i>well</i></li> </ul>	L.3
<ul style="list-style-type: none"> <li>• <b>Audio:</b> Hear the article read aloud</li> <li>• <b>Video:</b> Behind the Scenes</li> <li>• <b>PW</b> Aboard the <i>Lusitania</i></li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Read, Think, Explain (two levels)</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Text Features</li> <li>• <b>PW</b> Core Skill: Text Structures</li> <li>• <b>PW</b> Core Skill: Summarizing (two levels)</li> </ul>	R.1, R.2, R.4, R.5, R.7, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> <li>• <b>Audio:</b> Hear the articles read aloud</li> <li>• <b>Video:</b> Sports Safety</li> <li>• <b>PW</b> Synthesizing</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Literary Elements</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Text Evidence (two levels)</li> <li>• <b>PW</b> Core Skill: Central Ideas and Details</li> </ul>	R.1, R.2, R.4, R.5, R.9, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Forming an Opinion</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Vocabulary: Definitions and Practice</li> <li>• <b>PW</b> Literary Elements</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Making Inferences</li> <li>• <b>PW</b> Core Skill: Mood</li> </ul>	R.1, R.3, R.4, R.5, R.7, R.9, W.1, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Scavenger Hunt</li> <li>• <b>PW</b> Essay Kit</li> <li>• <b>PW</b> Core Skill: Tone</li> </ul>	R.1, R.2, R.6, R.8, R.9, W.1, W.4, W.5, W.8, SL.1, L.1, L.2, L.3
<ul style="list-style-type: none"> <li>• <b>PW</b> Commas</li> <li>• <b>PW</b> Subject-Verb Agreement</li> <li>• <b>PW</b> Eliminating Extraneous Information</li> </ul>	L.1, L.2, L.3
<ul style="list-style-type: none"> <li>• <b>PW</b> Guide to “You Write It” Activity</li> <li>• <b>PW</b> Model Text for “You Write It” Activity</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.7, W.2

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

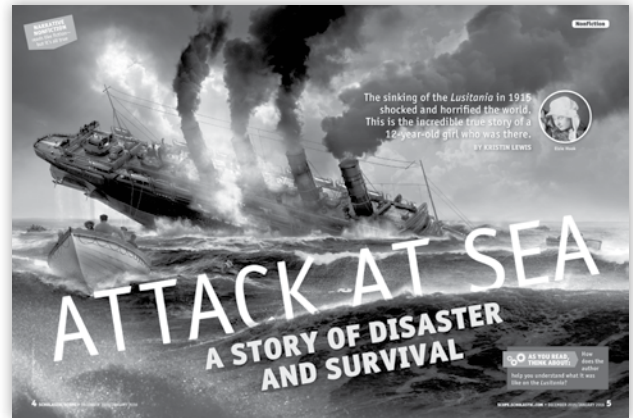
# Attack at Sea

The sinking of the *Lusitania*, through the experience of a 12-year-old passenger

**Preview:** In 1915, 12-year-old Elsie Hook climbed aboard the *Lusitania* for what would be its tragic final voyage. Just before the *Lusitania* reached its destination, it was torpedoed by a German submarine. This is the story of Elsie's harrowing experience and miraculous survival.

**Learning Objective:** to analyze the author's use of descriptive language to create empathy

**Key Skills:** text structure, mood, author's craft, figurative language



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

Watch the video.

(10 minutes, activity sheet online)

- Project or distribute the **Video Discussion Questions**. Preview the questions as a class.
- Watch the **Behind the Scenes video**, in which the author tells your students how she researched and wrote her article. Then answer the discussion questions in small groups.

#### Preview vocabulary.

(5 minutes, activity sheet online)

Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *claustrophobic*, *hull*, *hypothermia*, *ingenuity*, *munitions*, *optimism*, *opulent*. Assign the practice activity for homework.

### 2 Reading the Article

(30 minutes, activity sheets online)

- Give students a few minutes to preview the text

features. Then have a volunteer read aloud the As You Read box on page 5.

- Read the article once as a class.
- Break students into groups to read the article a second time and discuss the following questions.

#### Close-Reading Questions

(10 minutes, activity sheet online)

► **Read the introduction of the article. How does the last paragraph differ from the first three?** (text structure, mood) *The first three paragraphs describe a lively scene in New York City just before the Lusitania's launch, as well as the ship's beauty and power. These paragraphs create a joyful and exciting mood—which abruptly shifts in the next paragraph. Kristin Lewis writes that the ship “was doomed,” and that in six days, “1,198 people would be dead.” By letting the reader know that tragedy will strike later in the story, Lewis creates a feeling of anticipation, doom, and suspense.*

► **When Lewis writes that the German U-boat, U-20, “could creep up on any ship,” she is**

personifying the U-boat—that is, assigning it a human characteristic. Where else in the article does Lewis personify U-boats? What effect does this use of personification create? (figurative language) In the section “The Unsinkable Ship,” Lewis writes that German U-boats “prowled the waters near Ireland and Britain, lurking unseen beneath the waves.” This personification highlights how hard U-boats were to detect, and how terrifying it must have been to travel in areas where U-boats were known to be.

► Lewis never explicitly writes that Schwieger decided to fire a torpedo at the *Lusitania*, yet it’s clear that he did. How does the author let the reader know this? Why might she have chosen to deliver the information in this way? (author’s craft) Lewis lets the reader infer that Schwieger decided to fire at the *Lusitania* by first describing Schwieger spotting the *Lusitania* through his binoculars and ordering his submarine to dive. Then she starts the next section by writing, “Schwieger’s torpedo slithered through the water like a speeding snake.” Lewis may have done this to add suspense and drama to the article.

► What is the mood of the section “A Nightmare”? How does the author create this mood? (mood) The section has a chaotic, desperate, and frightening atmosphere. Lewis writes, “Glass shattered. Fire broke out below deck. Passengers shrieked,” with each idea in a separate sentence to emphasize that many terrifying things were happening at once. She describes people becoming tangled in ropes and trying, but failing, to get the lifeboats into the water—which creates a feeling of desperation and anxiety. The feeling of terror intensifies when Lewis describes the Hook family clutching the railing of the ship and “waiting for the right moment to jump into the cold sea.”

► At the end of the article, Lewis writes that today, the wreck of the *Lusitania* “rests in uneasy peace” on the ocean floor. What does she mean? Why might

she describe the wreck as “uneasy”? (figurative language) Lewis might describe the wreck as resting in uneasy peace because it still holds the energy, or the memory, of all those who were killed when it sank.

- Bring the class back together to discuss the following critical-thinking questions.

## ESSENTIAL QUESTIONS

What can be learned from the sinking of the *Lusitania*?  
.....  
What are the costs of war?  
.....  
How does living through a disaster affect people?

## Critical-Thinking Questions

(5 minutes, activity sheet online)

► Why do you think the passengers and crew of the *Lusitania* were so confident that the ship would be safe? Lewis writes that the ship was a symbol of the developments in science and technology that were making life safer as well as more exciting and more convenient. People probably put too much trust in the ship’s ability to outrun U-boats and their torpedoes. Plus, as noted in the caption on page 7, few expected the Germans to target a passenger ship.

► Why is it important to study historical disasters like the *Lusitania*? Usually, there is something to be learned from disasters of the past—something that could help us avoid similar disasters in the future. Mistakes or decisions that lead to a disaster might be repeated if we don’t explore them. By studying historical disasters, we might be able to learn something about how to prevent a disaster in the future—or useful ways to react when something tragic happens.

## 3 Skill Focus: Author’s Craft

(15 minutes, activity sheet online)

Distribute the activity sheet **Aboard the *Lusitania*** for students to complete as homework. This activity will prepare them to respond to the writing prompt on page 10.

# Differentiation

## For Struggling Readers

How does the story of the Hook family help you understand what it was like to be on board the *Lusitania* during its final voyage? Support your answer with details from the text.

## For Advanced Readers

Three years before the *Lusitania* disaster, the *Titanic*, another British passenger ship, also sank. Research the sinking of the *Titanic*, then write an essay comparing and contrasting the two disasters.

### Complexity Factors

See how this text will challenge your students.

**Purpose:** “Attack at Sea” is the story of the sinking of the *Lusitania* in 1915. The text also provides key information about what was going on in the world during this period in history.

**Structure:** The text is mainly chronological and includes some foreshadowing and a good deal of descriptive language.

**Language Conventionality and Clarity:**

- **Vocabulary:** challenging academic and domain-specific words (e.g., *ingenuity*, *demise*, *munitions*)
- **Figurative language:** metaphors, similes

**Knowledge Demands:** Background knowledge of World War I will be helpful; the text refers to “tensions in Europe” without elaborating. Map-reading skills will also be useful.

**Lexile:** 1000L

### Literature Connections

Connect to other classic texts about World War I:

- *All Quiet on the Western Front* by Erich Maria Remarque
- *Truce: The Day the Soldiers Stopped Fighting* by Jim Murphy
- *War Horse* by Michael Morpurgo

### ONLINE RESOURCES

**AUDIO:** Hear the article read aloud.

**VIDEO:** Go behind the scenes of the article with the author.

**ACTIVITIES TO PRINT OR PROJECT:**

- Close-Reading and Critical-Thinking Questions\*
- Vocabulary\*
- Video Discussion Questions\*
- Aboard the *Lusitania*\*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Summarizing (two levels)
- Core Skill: Text Features
- Core Skill: Text Structures

\*Supports the lesson plan



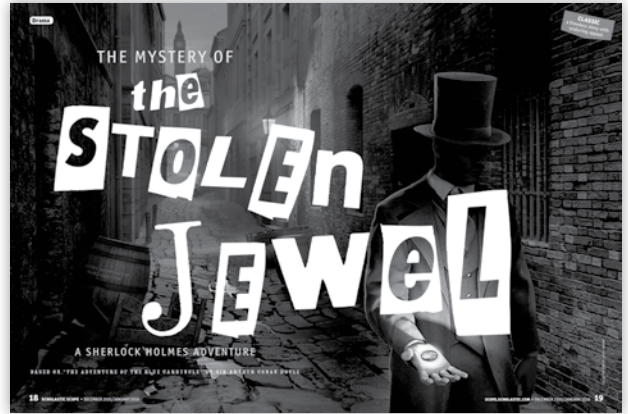
# The Mystery of the Stolen Jewel

## A delightful adaptation of a Sherlock Holmes mystery

**Preview:** Bring your students into the fascinating world of Sherlock Holmes as he works to solve a bizarre mystery. Plus! An informational text about a jewel heist solved using modern-day forensic science.

**Learning Objectives:** to compare crime-solving techniques past and present; to form an opinion about a fictional character

**Key Skills:** character, inference, author's craft, plot, synthesizing



## Step-by-Step Lesson Plan

### Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Preview vocabulary and text features.

(10 minutes, activity sheet online)

- Distribute or project our **Vocabulary Definitions** for students to refer to as they read. Highlighted words: *accomplice, culprit, enlighten, exquisite, molecule, ruffians, timid*
- Look at the photographs in the play. Ask volunteers to read the captions. How do these text features help the reader understand the setting of the play?

### 2 Reading the Play

(30 minutes)

- Read aloud the “As You Read” box on page 20.
- Assign parts and read the play.
- Discuss the following questions as a class:

#### Close-Reading Questions

(6 minutes, activity sheet online)

- ▶ From Scene 1, what can you conclude about Sherlock Holmes's personality? (character) *His*

*living room is filled with books, so he is likely a curious and thoughtful man. He is intelligent and observant, as shown by how much he can infer from a hat. You can conclude that Holmes is a well-respected investigator from the fact that a police officer is asking him for help.*

▶ At the end of Scene 4, Holmes says of Baker, “He clearly knows nothing of the carbuncle.” How does Holmes conclude this? (inference) *When Holmes offers Baker a replacement goose, Baker is thankful and calls Holmes “a good man.” He does not seem concerned that his original goose is gone. If he had known about the carbuncle, he would have been very upset.*

▶ In Scene 5, why does Holmes have Ryder followed? (inference) *Ryder is looking for a goose identical to the one in which the jewel was found. Also, Ryder wrings his hands, indicating that he is anxious about something.*

▶ In Scene 7, SD1 says, “Ryder and Cusack scurry out the door.” What does the word *scurry* tell you

**about how they leave the room? What if the author had used *walk* instead?** (author's craft) *Scurry shows that Ryder and Cusack are eager to leave before Holmes changes his mind about having them arrested. The use of walk would have made them seem calmer.*

▶ **What is the purpose of the flashbacks in Scenes 3 and 6?** (author's craft) *Scene 3 provides information about the theft discussed in Scene 2. The flashback in Scene 6 shows that Ryder is deeply upset about something he has done.*

▶ **Why was John Horner, the plumber, blamed for the crime?** (plot, synthesizing) *It was common in late 19th-century London for the police to round up known criminals and get them to confess. Horner had a criminal record, so Cusack and Ryder knew it would be easy to frame him as the thief.*

- Break students into groups to discuss the following.

### **Critical-Thinking Question**

(3 minutes, activity sheet online)

▶ **Holmes says that by letting Ryder and Cusack go, he may have “saved their souls.” What do you think he means? Do you agree with him?** *Holmes's next remark, “Send them to jail now and make them jailbirds for life, I daresay,” helps illuminate what he means: Holmes may be suggesting that if Ryder and Cusack go to jail, the experience will turn them into hardened criminals—or maybe just that they, like John Horner, will be looked upon with suspicion from then on. When Holmes says he may have saved their souls, he may mean that by giving them a second chance, he is encouraging them to change their behavior—because people have a tendency to meet the expectations put on them.*

## **3 Connecting the Article and the Play**

- Read “How Fast Food Helped Catch a Jewel Thief” as a class.

- Discuss the following questions as a class, which draw on both the article and the play.

### **Close-Reading Questions**

(3 minutes, activity sheet online)

▶ **Melanie Abrahams states that DNA evidence is “perhaps the biggest breakthrough” in the recent history of forensic science.**

**What facts in the article support her statement?** *DNA is as unique as a fingerprint. It can be found in fingernails, strands of hair, saliva, and sweat left behind at crime scenes. DNA has been used to solve crimes that might not have been solved otherwise.*

▶ **How do Sherlock Holmes's methods compare with the methods used in the**

**Diamonds R Forever case?** *Both Holmes and the police in the Diamonds R Forever case carefully examined the details of the crime they were investigating. Holmes advertised for the owner of the goose, asked him where it came from, went to the source, saw a frazzled-looking man and had him followed, etc. The police in the Diamonds R Forever case sifted through the trash and realized that a plastic spoon, which might have seemed unrelated, was important. The cases are different in that the police in the Diamonds R Forever case had access to technology, such as DNA testing, that Holmes did not.*

## **4 Skill Focus:**

### **Forming an Opinion**

Hand out our activity sheet **Forming an Opinion** to help students prepare to respond to the writing prompt on page 24.

#### **EXTENSION: HOLD A CLASS TRIAL**

Imagine that James Ryder and Catherine Cusack are arrested for stealing the blue carbuncle. Hold their trial in your classroom—with students acting as the judge, attorneys, witnesses, jury, etc. (Witnesses can be characters in the play.)

### **ESSENTIAL QUESTIONS**

What is justice?  
.....  
How are crimes solved?  
.....  
How has criminal investigation changed over the years?



# Differentiation

## For Struggling Readers

In a well-organized paragraph, explain the steps that Holmes took to solve the mystery of the stolen carbuncle.

## For Advanced Readers

When you make a “deduction,” you come to a conclusion using logic and reason. Explain how deduction helped solve the case of the missing carbuncle in the play and the Diamonds R Forever heist in the article.

## Complexity Factors

See how these texts will challenge your students.

**Purpose:** Based on a classic Sherlock Holmes story, this play follows the famous detective as he works to solve a mystery. The accompanying informational text explores modern crime-solving techniques.

**Structure:** The play is mainly chronological but includes two flashbacks. The article includes cause-and-effect structures.

**Language Conventionality and Clarity:**

- **Vocabulary:** many challenging academic and domain-specific words (e.g., *ruffians*, *culprit*, *molecule*). The play also contains regional and archaic dialect (e.g., “By Jove!” and “We can’t figure why anyone’d be sad o’er a goose.”)
- **Figurative Language:** rhetorical questions, metaphors

**Knowledge Demands:** Some familiarity with the 19th-century London setting of the play will be helpful. The article refers to an assistant district attorney and a national criminal database.

**Lexile:** 1070L (“How Fast Food Helped Catch a Jewel Thief”)

## Literature Connections

Other great mysteries with famous detectives:

- *Chasing Vermeer* by Blue Balliett
- “The Murders in the Rue Morgue” by Edgar Allan Poe
- *The Westing Game* by Ellen Raskin

## ONLINE RESOURCES

### ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions\*
- Vocabulary\*
- Forming an Opinion\*
- Literary Elements
- Quiz (two levels)
- Core Skill: Making Inferences
- Core Skill: Mood
- Contest Entry Form

\*Supports the lesson plan

[scope.scholastic.com](http://scope.scholastic.com)

# Let's Bring Back the Joy!

Two incredible nonfiction texts explore the problems facing today's young athletes—and how to solve them

**Preview:** The trend among today's young athletes to specialize in one sport is leading to injury, burnout, and a lot of heartache. What can be done?

**Learning Objective:** to synthesize information from two texts about problems facing young athletes today

**Key Skills:** word choice, tone, key ideas and details, text structure, summarizing, reading for information, literary device, interpreting text, synthesizing



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

Preview vocabulary.

(5 minutes, activity online)

- Project or distribute our **Vocabulary Definitions** and review the words as a class. Highlighted words: *camaraderie, diversify, jeopardize, relentless, seismic, specializing, susceptible, vigil*
- Encourage students to use these vocabulary words in their writing and in class discussions about the texts.
- Assign the practice activity for homework.

### 2 Reading and Discussing

"Playing With Pain"

(45 minutes, activity sheet online)

- Read the article as a class. (Optionally: Play our audio version of the article while students follow along in their magazines.) Then discuss the following questions.

#### Close-Reading Questions

- ▶ The author writes that the problem of overuse injuries is "plaguing teens across the country."

What does the word *plaguing* suggest about the problem of overuse injuries? What does the author's use of the word reveal about her attitude toward the problem? (word choice, tone) *The word plaguing likens the problem of overuse injuries to an infectious disease. It implies that the problem is widespread and dangerous. The author's use of this word reveals that she thinks overuse injuries are a serious problem.*

▶ The author quotes two experts in the section "Serious Consequences." What key idea do these experts' quotes support? (key ideas and details) *The quotes support the idea that specializing in a single sport does not guarantee success.*

▶ What does the section "Too Much Intensity" add to the article? (text structure) *The section provides a cultural explanation for why so many young athletes play through the pain: doing so is considered "heroic."*

▶ The author writes that overuse injuries make up nearly half of all teen sports injuries. Summarize why, according to the article, overuse injuries are so

**widespread.** (summarizing; reading for information)  
*Overuse injuries among teen athletes are widespread because of the push toward specialization at an early age, the pressure teens feel to go pro or land an athletic scholarship to college, and a “warrior culture” that celebrates playing through pain. Young athletes are also particularly susceptible to overuse injuries because they are still growing.*

### “Travel Team Heartbreak”

(20 minutes, activity sheet online)

- Have students read the essay in small groups.
- Come together as a class to discuss the following questions, which draw on both of the texts.

### Close-Reading Questions

▶ **Lauren Tarshis repeats the line “Bounce, bounce, swish” several times in her essay. What literary device is she using? What purpose does it serve?** (literary device) *Tarshis is using onomatopoeia to describe the sound of her son Jeremy playing basketball. These lines add imagery and texture to the essay. They help you imagine Jeremy practicing.*

▶ **Which details in “Travel Team Heartbreak” support the idea that specializing in a sport can lead to injury?** (key ideas and details; synthesis) *The details about the members of the travel team who are no longer playing basketball because of injury (“Two wore out their knees from years of year-round play. One has nagging back problems.”) support the idea that specializing can lead to injury.*

▶ **Tarshis ends her essay with the line, “To me, it’s the sound of pure joy.” What does she mean?** (interpreting text) *Tarshis is referring to the sound of Jeremy playing basketball in the driveway. She is saying that it makes her happy that Jeremy can still play the game he loves and enjoy doing it. She’s referring to what she stated earlier: If Jeremy had played basketball competitively, as he wanted to, he might have lost his joy or stopped playing altogether, as some of his friends did.*

## ESSENTIAL QUESTIONS

What is the state of youth sports today?

What factors contribute to sports injuries?

How can playing a sport be beneficial?

## Critical-Thinking Questions

▶ **How does the image on page 11 symbolize unity?**  
*The girls are wearing matching uniforms, have their arms wrapped around each other, and share the same joyful expression. Also, they are forming a circle: Everyone has an equal role.*

▶ **Drawing on both texts, what can you conclude about the connection between sports and identity?** *You can conclude that many athletes define themselves by the sport they play. Kellen Sillanpaa says that after playing for so long, baseball became a part of who he was. Tarshis writes that Jeremy struggled to find his identity after being rejected from the travel team. She explains most of Jeremy’s friends were athletes and that Jeremy “wanted so badly to be a part of that world.” In other words, he identified as a basketball player; being unable to play made him feel like an outsider.*

▶ **Kellen is back to playing baseball. What advice might Lauren Tarshis give him?** *Answers will vary. Students may say that Tarshis would encourage Kellen to pursue other interests, like her son Jeremy did with film and photography—to avoid letting baseball take over his life.*

## 3 Skill Focus: Synthesizing

**Watch the video.** (20 minutes, activity online)

- Show our video about sports safety and complete the **Video Discussion Questions** as a class.
- Distribute the **Synthesizing** activity sheet for students to complete in groups. It will prepare them to respond to the writing prompt on page 17.

**EXTENSION!** Have students create PSA posters, videos, or PowerPoints about how young athletes can protect themselves from injury.

TURN THE PAGE FOR DIFFERENTIATION IDEAS



# Differentiation

## For Struggling Readers

What are some of the problems facing today's young athletes? Answer in a well-organized paragraph. Support your answer with information from both texts.

## For Advanced Readers

Write an opinion essay for your school newspaper that answers the question: When it comes to young athletes, does specializing in one sport do more harm than good? Support your ideas with details from both texts and your own research. (For example, you can interview athletes and coaches at your school, doctors, etc., and quote them in your article.)

**GO TO SCOPE ONLINE**

to see how this text will challenge your students. Lexile scores are included. **[scope.scholastic.com](http://scope.scholastic.com)**