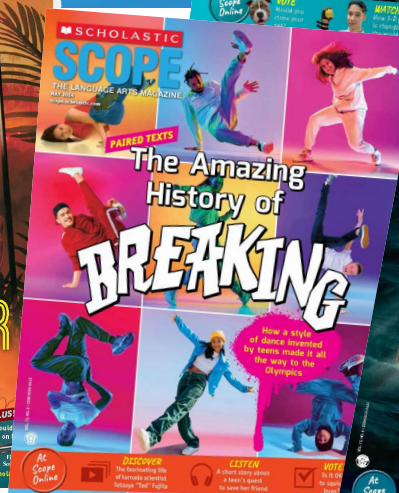
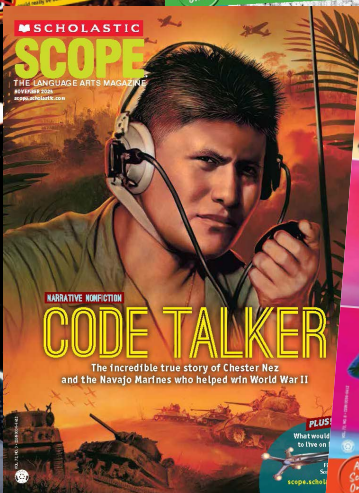


SCHOLASTIC
SCOPE
THE LANGUAGE ARTS MAGAZINE

Pacing Guide 2024-2025



Welcome to *Scope*!

Welcome to *Scope*, Scholastic's powerful, award-winning resource for your middle school English Language Arts classroom.

This pacing guide will help you plan your year with *Scope*—a classroom magazine full of thrilling cross-genre content and an incredible package of support materials at **scope.scholastic.com**. You'll discover how *Scope* can seamlessly fit into your yearlong curriculum and day-to-day plans. You'll also find the genres and skills you can expect to cover with your students in every issue, along with the differentiation, assessment, and standards information you need.

We hope this guide will help you utilize *Scope* to its fullest and teach each issue with ease and joy.

We always love to hear from you. If you have any questions or comments, please contact us at ScopeMag@scholastic.com.

What You'll Find Inside

Planning Overview: Using <i>Scope</i> Throughout the Year	4
Suggested Timetable for Each Issue	4
Scope and Sequence/Pacing Calendars by Feature:	
Narrative Nonfiction	5
Fiction	8
Fiction In a Flash	11
Paired Texts	13
Drama	16
Debate	19
Essay Kit	20
Scavenger Hunt	22
Short Read	24
Grammar	26
Write Like a Pro	28
Root Power	30
Poetry	32
Infographic	34

Planning Overview:

Using *Scope* Throughout the Year

Scope is a flexible resource that can fit into many instructional settings, whether you're using it as a core resource or as a supplement to your ELA program. Whether you have a print subscription or a digital subscription, you'll have each issue at your fingertips two to three weeks before the issue date; at the same time, you'll be able to access the online support materials that accompany the issue, so you can start planning around specific articles and stories. In addition, an archive of the previous five years of issues along with their support materials are always housed at Scope Online.

The number of days per week you teach with *Scope* is up to you. Depending on how many features you read and which activities you assign, you might use *Scope* one or two days per school week or all five. However you choose to fit the resource into your classroom, here is a suggested breakdown of when you can use it through the year:

<u>Issue</u>	<u>Approximate Time Frame</u>
September	September 1-September 30
October	October 1-October 31
November	November 1-November 30
December/January	December 1-January 31
February	February 1-February 28
March	March 1-March 31
April	April 1-April 30
May	May 1-May 31

Suggested Timetable for Each Issue

Here is a suggested pacing schedule of how long to spend on each feature within the average four weeks allocated to each issue. Of course, it's easy to tailor the amount of time to fit your own teaching objectives, choosing the content that suits your classroom best and assigning more or fewer activities with each feature.

<u>Feature</u>	<u>Number of Days</u> <u>(one day= 60 minutes)</u>
Narrative Nonfiction	6-8 days
Fiction	5-6 days
Fiction In a Flash	1 day
Paired Texts	6-7 days
Drama	6-7 days
Debate	1 day
Short Read	1 day
Grammar	5-15 minutes
Write Like a Pro	1 day
Root Power	1 day
Poetry	1 day
Infographic	1 day

SCOPE AND SEQUENCE: NARRATIVE NONFICTION

Description of Feature	Skills	Differentiation	Assessment	Standards
Every issue of <i>Scope</i> offers a beautifully crafted work of narrative nonfiction. Each six-page article delves into an important and highly engaging topic, often connected to social studies or science content areas. Typical selections present significant events in history, natural disasters, or inspiring figures from the past or present. Suggested Time: 6-8 days	<p>The article, lesson, and support materials focus on a featured skill. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Summarizing • Text features • Text evidence • Text structures • Nonfiction elements <p>Vocabulary: Academic and domain-specific Writing: Narrative, informative/explanatory text, or argument</p>	<p>On-level (930L-1050L) print issue and lower-level (800L-900L) version of the article online</p> <p>Spanish language version of the article online</p> <p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of on-level article</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), comprehension quiz (higher- or lower-level) with selected-response and constructed-response questions, writing rubric and self-reflection tool</p> <p>Culminating Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Choice board 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.7, R.10, W.1, W.2, W.3, W.4, W.10, SL.1, SL.2, L.4, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j (grade 8 only), 8d, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12d, 12e, 12f, 12g, 12i, 12j</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: NARRATIVE NONFICTION

Suggested Time: 6-8 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read

Complete the Do Now

- Project the Do-Now from the Lesson Plan—a quick, independent activity to activate prior knowledge, build engagement, or ready students’ minds for vocabulary and themes they will encounter in the text.

Watch a Video

- Watch the issue’s **nonfiction video** to provide historical context, build background knowledge, highlight key vocabulary, and engage students. The issue’s video may take students behind the scenes with the author, transport students to the article’s time and place, or allow students to follow the author through the research, writing, and editing process.
- Complete the **Video Discussion Activity**. These discussion questions pertain to central ideas and details; author’s purpose; and consideration of the narration, visuals, and music in the video.

Preview Vocabulary

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)

Day 2: Reading and Discussing

Read the Text

- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.
- Read the text through shared, guided, small-group, or independent reading. *We recommend students read the article more than once. (Differentiation: Share the lower-Lexile version or the Spanish version of the article. Optionally, have students listen to the article read aloud while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.)*

Unpack the Text

- After reading the article, go back to the text to reread, analyze, and delve deeply into sentences, paragraphs, and big ideas with the **Discussion Questions**. These can be completed as a class, in small groups, or individually.
- Use the “Support for Multilingual Learners” questions in the lesson plan to help students respond to the text at the level that’s right for them: Yes/No, Either/Or, or Constructed

Response. Also included is a “Language Acquisition Springboard”—a quick tip to boost students’ language skills.

Days 3-4: Featured Skill Activity and Core Skills Workout

Day 3: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it in small groups. This activity serves as students’ writing planner for responding to the prompt that appears at the end of the article.

Day 4: Core Skills Workout (Optional)

- Based on your students’ needs, use any or all of each issue’s **Core Skills Workout*** activities to build proficiency in key analytical reading and test-readiness skills. Note: For most Core Skills activities, we provide two versions—with more and less scaffolding—for differentiation. Skills include text features, summarizing, central ideas and details, text evidence, text structure, inference, tone, and mood.

Days 5-6: Writing

Day 5: Respond to the Narrative, Informative/Explanatory, or Argument Writing Prompt

- Invite students to respond to the writing prompt at the end of the article. Rubrics and self-assessment tools for each text type are available in the Resource Library at Scope Online.
- Alternatively, have students choose a task from the Choice Board, a menu of culminating tasks. Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of the article.

Day 6: Revise and Edit Writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships. Encourage students to submit their work to the writing contest.

Days 7-8: Comprehension Quiz (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill assessed in each question.

**Identify Nonfiction Elements (Optional)*

Another option is to use our **Identifying Nonfiction Elements activity**, which covers multiple skills from our **Core Skills Workout**. The “Before Reading” section of this activity invites students to look at the photos and maps; read the captions, headline and subheads; and make predictions before reading the article. In the “During Reading” section of the activity, students delve into text structure and vocabulary. The “After Reading” section directs students’ focus to central ideas and details and to writing an objective summary. Our **Glossary of Nonfiction Terms** and **Text Features Visual Glossary Slideshow** serve as helpful references for this activity.

SCOPE AND SEQUENCE: FICTION

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Scope offers engaging, complex works of short fiction in every other issue. Stories often address issues and themes relevant to middle-level learners, including identity, change, and friendship. Genres include realistic fiction, historical fiction, science fiction, and fantasy.</p> <p>Each story is designed as a “learning kit,” with questions printed in the margins for students to consider and discuss as they read.</p> <p>Suggested Time: 5-6 days</p>	<p>The story, lesson, and support materials focus on a featured skill. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Character • Theme • Genre • Conflict • Inference • Author’s Craft • Mood <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, informative/explanatory text, or argument</p>	<p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of the story</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), comprehension quiz (higher- or lower-level) with selected-response and constructed-response questions, writing rubric and self-reflection tool</p> <p>Culminating Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Choice board 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, L.4, L.5, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7a, 7b, 7c, 7d, 8a, 8f, 9a, 9b, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12f</p>

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: FICTION

Suggested Time: 5–6 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read and Reading

Preparing to Read

- Complete the **Theme Anticipation Guide** and share responses to activate prior knowledge, build curiosity, and ready students' minds for the themes they will encounter in the text.
- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)
- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.

*First Read: Get to Know the Text**

- Read the story once through as a class. Go online to find the **audio read-aloud** of the text to provide support for striving readers or as a listening-comprehension activity for your whole class.

Second Read: Unpack the Text

- Divide students into groups to read the story again, pausing to discuss the questions in the margins or in writing using the **Discussion Questions** at Scope Online.
- Return to the **Theme Anticipation Guide**. Have students reread the statements and reflect on the following in writing or in a class discussion: Did your experience with the text influence your opinions about each statement, perhaps by confirming your beliefs, challenging them, or causing them to shift? How would the characters in the story respond to these statements?

***Note:**

For fiction, questions are printed in the margins, prompting students to delve deeply into specific sentences or paragraphs in the story. (At Scope Online in the Student View, lines of text are bolded and linked—when students click, the close-reading question will appear as a pop-up.) We recommend that students read the story through at least once before answering the close-reading questions. That way, they can focus on basic comprehension before beginning analysis. With our text-based questions, students will gain a deeper understanding of the story; uncover layers of meaning; make inferences; analyze the author's purpose and craft; and reflect on how words, sentences, and paragraphs contribute to the larger work. Sample answers can be found in the lesson plan.

Days 2–3: Skill Building: Featured Skill, Core Skills Workout, or Literary Elements

Day 2: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it independently or in small groups. This activity serves as students' writing planner for responding to the prompt at the end of the story.

Day 3: Core Skills Workout or Literary Elements (Optional)

- Based on your students' needs, use any or all of each issue's **Core Skills Workout** activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for most of these activities in every issue. Skills for fiction include mood, tone, and inference.
- Try our other **Literary Elements** offerings:
All literary elements activities include higher-level thinking tasks that are valuable for all learners. They encourage students to make meaningful connections to their personal experiences and transfer skills across texts. Tasks elicit student opinions, call for text evidence to support reasoning, foster class discussion, and connect reading and writing.
Genre Exploration helps students analyze a story through the lens of genre, leading to an exploration of many aspects of that text—character, setting, mood, plot, theme, and so on.
Character Thinking Tool prompts students to think about their overall impressions of characters, the characters' traits, and the ways in which authors reveal characters to readers.

Days 4-5: Writing

Day 4: Respond to the Narrative, Informative/Explanatory, or Argument Writing Prompt

- Invite students to respond to the writing prompt at the end of the story. Rubrics and self-assessment tools for each text type are available in the Resource Library at Scope Online.
- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of the story.

Day 5: Revise and Edit Writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships. Encourage students to submit their work to the writing contest.

Day 6: Comprehension Quiz (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.

SCOPE AND SEQUENCE: FICTION IN A FLASH

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Scope offers engaging, complex works of flash fiction—consisting of only a few hundred words—in every other issue. (These are the issues that do not contain our longer fiction feature.)</p> <p>Each story is intended to be read in one class period with the purpose of exploring a key literary element or device.</p> <p>Suggested Time: 1 day</p>	<p>The story, lesson, and support materials focus on a featured skill. Skills include:</p> <ul style="list-style-type: none"> • Characterization • Imagery • Theme • Setting • Conflict • Point of view • Plot <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative</p>	<p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of the story</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, narrative writing rubric and self-reflection tool</p> <p>Culminating Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Choice board 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, L.4, L.5, L.6</p> <p>TEKS:</p> <p>Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7a, 7b, 7c, 7d, 8a, 8f, 9a, 9b, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12f</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: FICTION IN A FLASH

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read and First Read

Preparing to Read

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)
- Set a purpose for reading by calling on a volunteer to read aloud the **Spotlight On** box and the directions.

First Read: Get to Know the Text

- Play the **audio read-aloud** while students follow along in their printed or digital issues.

Second Read and Discussion

Unpack the Text

- Have students do a second read of the story independently while completing a double-entry journal:
 - Have students fold a piece of paper or sheet in their journal in half, lengthwise.
 - In the left-hand column, have students write any individual words, phrases, or sentences that are unfamiliar, jump out, or are particularly meaningful to them as they read.
 - In the right-hand column, have students write reactions to the quotes on the left with questions, comments, connections, or analysis.
 - Have students discuss their responses in pairs or small groups.
- Come back to the text to reread, analyze, and delve deeply into sentences, paragraphs, and big ideas with the Discussion Questions. These can be completed as a class, in small groups, or individually.
- Come back together as a class. Project the Featured Skill Activity and read aloud the definition of the key literary element or device. Then discuss the questions that focus students' attention on the author's use of that key literary element or device. Encourage students to pull in any questions, comments, connections, or analyses from their double-entry journals.

Writing

- Have students respond to the writing prompt, which asks them to utilize the featured skill. Use our **Story Planner** and **Narrative Writing Rubric and Self-Reflection Tool** to support the writing process.

SCOPE AND SEQUENCE: PAIRED TEXTS

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Our paired-text feature offers two texts united by topic or theme. These could be, for example, two nonfiction articles; or a nonfiction text paired with a poem, fable, personal essay, infographic, or interview. Topics often draw on science, social studies, current events, and social-emotional learning concepts.</p> <p>Suggested Time: 6-7 days</p>	<p>The articles, lesson, and support material focus on comparing, contrasting, and synthesizing. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Text features • Central ideas and details • Text evidence • Text structures • Tone <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, informative/explanatory, or argument</p>	<p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of the texts</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), comprehension quiz (higher- or lower-level) with selected-response and constructed-response questions, writing rubric and self-reflection tool</p> <p>Culminating Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Choice board 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.4, R.7, R.9, W.2, SL.1, SL.2, L.4, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j (grade 8 only), 8d, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12d, 12e, 12f, 12g, 12i, 12j</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: PAIRED TEXTS

Suggested Time: 6–7 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read

Complete the Do Now

- Project the Do-Now from the Lesson Plan—a quick, independent activity to activate prior knowledge, build engagement, and ready students’ minds for vocabulary and themes they will encounter in the text.

Preview Vocabulary

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)

Prepare to Read

- Explore text features: Invite students to look at the photos, read the headlines and subheads, and discuss them together.
- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.

Day 2: Reading and Discussing

- Play the audio read-aloud as students follow along.
- For the second read, break students into small groups. As they read, they should note anything they find interesting or surprising. As a class, discuss what they noted.
- After reading the articles, go back to the text to reread, analyze, and delve deeply into sentences, paragraphs, and big ideas with the **Discussion Questions**. These can be completed as a class, in small groups, or individually.

Days 3–4: Skill Building: Featured Skill and Core Skills Workout

Day 3: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it in small groups. This activity serves as students’ writing planner for responding to the prompt at the end of the articles.

Day 4: Core Skills Workout (Optional)

- Based on your students’ needs after completing the Featured Skill Activity, use any or all of each issue’s paired texts **Core Skills Workout** activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for most of these activities in every issue. Skills for the paired texts include text features, summarizing, central ideas and details, text evidence, text structure, and tone.

Days 5-6: Writing

Day 5: Respond to the narrative, informative/explanatory, or argument writing prompt

- Invite students to respond to the writing prompt at the end of the article. Rubrics and self-assessment tools for each text type are available in the Resource Library at Scope Online.
- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of the article.

Day 6: Revise and edit writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships. Encourage students to submit their work to the writing contest.

Day 7: Comprehension Quiz (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.

SCOPE AND SEQUENCE: DRAMA

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Every issue includes a read-aloud play that offers a purposeful and powerful way to encourage the repeated reading students need to build fluency, all while learning about the features of drama. <i>Scope</i> plays are often adapted from classic short stories, novels, myths, folktales, biographies, or significant historical events.</p> <p>Suggested Time: 6-7 days</p>	<p>The play, lesson, and support materials focus on a featured skill. We also offer activities to introduce or reinforce additional skills so that you can tailor instruction to your needs. Skills include:</p> <ul style="list-style-type: none"> • Character • Theme • Genre • Inference • Mood <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Narrative, informative/explanatory text, or argument</p>	<p>Audio read-aloud of vocabulary words and definitions as well as unfamiliar character and place names</p> <p>Higher- and lower-level activity sheets and quizzes</p> <p>Alternative culminating task menus for varied readiness, interests, and learning preferences</p>	<p>Formative or Summative: Observation, conferencing, progress on activity sheets for individual skills, response to close-reading and critical-thinking questions (oral or written), quiz (higher- or lower-level) with selected-response and constructed-response questions, writing rubric and self-reflection tool</p> <p>Culminating Tasks:</p> <ul style="list-style-type: none"> • Writing prompt • Choice board 	<p>CCSS (and states that have similar standards)*: R.1, R.3, R.5, R.6, W.3, SL.1, SL.2, L.4, L.6</p> <p>TEKS: Grades 6, 7, 8: 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7a, 7b, 7c, 7d, 8a, 8c, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 11a, 11b, 11c, 11d, 12f</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI, WY

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: DRAMA

Suggested Time: 6–7 days (based on using *Scope* during a 60-minute block per day)

Day 1: Preparing to Read and First Read

Preview Vocabulary

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)

Preparing to Read

- Complete the **Theme Anticipation Guide** and share responses to activate prior knowledge, build curiosity, and ready students' minds for the themes they will encounter in the text.
- Set a purpose for reading by calling on a volunteer to read aloud the **As You Read** box.
- Preview text features by inviting students to look at the illustrations; read the title, subtitle, scene headings, and descriptions in the character box; and make predictions based on them.

Class Read-Aloud

- Assign parts and read the play aloud as a class. For striving readers, assign parts in advance to give students a chance to preview lines and practice saying them with a partner.

Day 2: Second Read

- After reading the play, go back to the text to reread, analyze, and delve deeply into lines, scenes, and the larger themes of the play with the **Discussion Questions**. These can be completed as a class, in small groups, or individually.
- Return to the **Theme Anticipation Guide**. Have students reread the statements and reflect on the following in writing or in a class discussion: Did your experience with the text influence your opinions about each statement, perhaps by confirming your beliefs, challenging them, or causing them to shift? How would the characters in the play respond to these statements?

Days 3–4: Skill Building: Featured Skill and Core Skills Workout or Literary Elements

Day 3: Featured Skill Activity

- Distribute the **Featured Skill Activity** and have students complete it in small groups. This activity serves as students' writing planner for responding to the prompt at the end of the play.

Day 4: Core Skills Workout or Literary Elements (Optional)

- Based on your students' needs after completing the Featured Skill Activity, use any or all of each issue's **Core Skills Workout** activities to build proficiency in other key analytical reading and test-readiness skills. Note: We provide two versions—with more and less scaffolding—for most of these activities in every issue. Skills for drama include mood and inference.

- Try our other **Literary Elements** offerings:
All literary elements activities include higher-level thinking tasks that are valuable for all learners. They encourage students to make meaningful connections to their personal experiences and transfer skills across texts. Tasks elicit student opinions, call for text evidence to support reasoning, foster class discussion, and connect reading and writing.
Genre Exploration helps students analyze a story through the lens of genre, leading to an exploration of many aspects of that text—character, setting, mood, plot, theme, and so on.
The Character Thinking Tool prompts students to think about their overall impressions of characters, the characters’ traits, and the ways in which authors reveal characters to readers.

Days 5-6: Writing

Day 5: Respond to the Narrative, Informative/Explanatory, or Argument writing prompt

- Invite students to respond to the writing prompt at the end of the play. Rubrics and self-assessment tools for each text type are available in the Resource Library at Scope Online.
- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of the play.

Day 6: Revise and Edit Writing

- Have students revise and edit their responses to the writing prompt, consulting with you and/or in partnerships. Encourage students to submit their work to the writing contest.

Day 7: Comprehension Quiz (Optional)

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include six selected-response questions and two constructed-response questions. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.

SCOPE AND SEQUENCE: DEBATE ESSAY KIT and DEBATE SCAVENGER HUNT

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Every issue includes a debate on a hot-button topic for kids. The debate follows one of two formats: Essay Kit or Scavenger Hunt.</p> <p>Both formats prompt students to read and analyze a text that explores both sides of a debate. After a text-marking activity focused on identifying elements of an argument and a lively classroom debate, students use our Essay Kit to write an argument essay.</p> <p>Suggested Time: 1 day</p>	<p>Reading the debate, participating in a classroom debate, and writing an essay in response requires students to:</p> <ul style="list-style-type: none"> Identify central ideas and supporting details Evaluate arguments and claims Support an argument using text evidence Build on others' ideas and express their own ideas clearly and persuasively Evaluate a speaker's point of view and reasoning <p>Vocabulary: Academic and domain-specific</p> <p>Writing: Argument</p>	<p>Audio read-aloud of vocabulary words, definitions, and text(s)</p> <p>Scavenger Hunt: Available on two levels</p>	<p>Formative or Summative: Observation, discussion, comprehension quiz with selected-response and constructed-response questions, argument-writing rubric and self-reflection tool</p> <p>Culminating Task:</p> <ul style="list-style-type: none"> Writing prompt 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.4, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.1, L.2, L.3</p> <p>TEKS: Grades 6, 7, 8: 1a, 1c, 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j (grade 8 only), 8d, 8e, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 9g, 10a, 10b, 10c, 10d, 10e, 11c, 11d, 12d, 12f, 12g, 12h, 12i, 12j</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: DEBATE ESSAY KIT

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read

- Give students a minute to preview the text features—the headlines, illustrations or photos, any charts or graphs, etc. Ask students what they think the article is about.
- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)

Reading and Text Marking

- Read the debate once through as a class.
- Project the article. Complete the following steps as a class, modeling text marking on your whiteboard while students mark their magazines:
 1. Using a red colored pencil, draw a star next to a sentence that expresses the main argument (central claim) on one side of the debate.
 2. Underline the details that support that main point.
- Have students repeat steps 1 and 2 independently, but for the other side of the debate and this time using a blue colored pencil.
- Next, discuss the following: Do you think the writer shows bias—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence.
- Have students fill in the “Yes/No” chart in their magazines using the details they underlined in the text.

Debate

- Post “YES” and “NO” statements at opposite ends of your room. Have students choose a place to physically stand between the two statements, based on their point of view. Be sure to have students form an arc, rather than a straight line, so that they can see one another as they speak and listen.
- Invite students to share their opinions in dialogue with one another. Students should offer reasons and support for their opinions, and counterarguments to the reasons and support presented by others. Invite students who change their minds and want to move to do so, and have them explain why they chose to move.
- At the end of the dialogue, compare the number of students who support each side with the number who supported each side at the beginning of the dialogue.

Writing

- Have students work individually to complete the **Essay Kit Guided-Writing Activity** to write an argument essay supporting their point of view. Students can use the **Argument Essay Checklist** to evaluate and edit their essays.
- For striving readers: Instead of assigning the Essay Kit, ask students to write one paragraph in which they state their opinion and three reasons that support it.
- For advanced readers: Before holding the classroom debate, ask students to find and read two other articles on the topic. Students should come to class prepared with a list of their sources, plus at least one item of support for each side of the debate.
- Visit the Resource Library at Scope Online for **additional argument support: Argument Terms Glossary, Persuasive Appeals Reference and Analysis, Essay Kit Transitions, and Argument Writing Rubric and Self-Reflection Tool.**

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: DEBATE SCAVENGER HUNT

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read

- Give students a minute to preview the text features—the headlines, illustrations or photos, any charts or graphs, etc. Ask students what they think the article is going to be about based on these features.
- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)

Reading and Text Marking

- Read both texts once through as a class.
- Ask: “No matter what you personally think about the issue, which author do you think makes the better argument?” Take a poll and tally the results on the board.
- Project the first text. For this text only, have students complete the Scavenger Hunt box at the end of the article, modeling text marking on your whiteboard while students mark their magazines. Or print and distribute the **Scavenger Hunt**, a graphic organizer where they can record the elements of each argument. Note: A lower-level version of the graphic organizer without *counterclaim* and *rebuttal* is available.
- Divide students into small groups and have students complete the Scavenger Hunt box in the magazine and/or the **Scavenger Hunt** for the second text.

Discuss

- As a class, discuss the question at the end of the Scavenger Hunt: Who makes the stronger argument? Then ask:
 1. What do the authors agree about? What do they disagree about?
 2. How do the images support each author’s argument?
 3. What is each author’s tone? Explain your answer.

Debate

- Divide students into groups according to which author they agree with more. Have the groups stand on opposite sides of the room.
- Students should then debate: One student offers a reason (support) for his or her opinion; a student from the other group responds.
- Students should quietly switch sides if at any point during the debate they change their position on the issue; be sure to ask any student who does this why he or she did so. Encourage students to use evidence to support their opinions.
- At the end of the debate, compare the number of students who support each side of the debate with the number who supported each side before the debate.

Writing

- Have students work individually to complete the **Essay Kit Guided-Writing Activity** to write an argument essay supporting their points of view. Students can use the **Argument Essay Checklist** to evaluate and edit their essays.
- Visit the Resource Library at Scope Online for **additional argument support: Argument Terms Glossary, Persuasive Appeals Reference and Analysis, Transitions, and Argument Writing Rubric and Self-Reflection Tool.**

SCOPE AND SEQUENCE: SHORT READ

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Every issue of <i>Scope</i> has a bite-sized, fascinating informational text and accompanying Short Write Kit, which walks students through the process of crafting the perfect constructed response. It is designed to prepare students for the complex passages they may encounter on state tests.</p> <p>Suggested Time: 1 day</p>	<p>Reading the article and responding to the Short Write prompt requires students to:</p> <ul style="list-style-type: none"> • Identify central ideas and details • Support a claim • Use text evidence • Provide commentary <p>Vocabulary: Academic and domain-specific</p> <p>Writing: explanatory/informative text, argument</p>	<p>Audio read-aloud of vocabulary words and definitions</p> <p>Audio read-aloud of text</p> <p>Comprehension quiz and skills activities on two levels</p>	<p>Formative or Summative: Constructed response to prompts in magazines (oral or written), quiz with selected-response and constructed-response questions</p> <p>Culminating Task:</p> <ul style="list-style-type: none"> • Writing prompt 	<p>CCSS (and states that have similar standards)*: R.1, R.2, R.4, R.5, R.6, W.1, W.4, W.5, L.4, L.6</p> <p>TEKS:</p> <p>Grades 6, 7, 8: 1d, 2a, 2b, 3a, 4a, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 8d, 8f, 9a, 9b, 9c, 9d, 9e, 9f, 11b, 11c</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: SHORT READ

Suggested Time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the practice activity as a class. (Images, along with audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides.)

Reading and Discussing

- Read the article as a class. Alternatively, you can play the **audio read-aloud** while students follow along in their printed or digital issues.

Writing

- Project the **How to Answer a Constructed-Response Question** handout from the Resource Library at Scope Online and review it as a class.
- Have students work on their own or in pairs to complete the **Short Write Kit**.

Comprehension Quiz

- Have students take the **print or digital self-scoring reading-comprehension quiz**. We form these quizzes based on state assessments. Quizzes come in higher and lower levels and include five selected-response questions and one constructed-response question. The answer key lists the main ELA skill tested in each question, so the quizzes can be used for formative or summative assessment.

SCOPE AND SEQUENCE: GRAMMAR

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>This fun feature is a great way to help your students practice using commonly confused words, such as <i>imply</i> and <i>infer</i>, <i>accept</i> and <i>except</i>, and <i>number</i> and <i>amount</i>. It also explores other conventions of standard English grammar, usage, and punctuation.</p> <p>The activity appears at the beginning of every issue and can be done individually, in pairs, or as a class in as little as five minutes. We think this is a great bell-ringer activity.</p> <p>Suggested Time: 5-15 minutes</p>	<p>The in-magazine activity and online support materials encourage students to:</p> <ul style="list-style-type: none"> • Apply knowledge of language • Understand how language functions in different contexts • Make effective choices for meaning or style • Comprehend more fully when reading or listening 	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Reinforcement activities found at Scope Online</p>	<p>Formative: Observation, progress on in-magazine and online activities</p> <p>Culminating Task: Application of skills to student composition</p>	<p>CCSS (and states that have similar standards)*: L.3</p> <p>TEKS: Grades 6, 7, 8: 2b, 10c, 10d (ix)</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: GRAMMAR

Suggested Time: 5-15 minutes

Introduce and Practice Grammar Skill

- As a class, watch the **Grammar Hack video** at Scope Online, which introduces the meanings of the commonly confused words and provides a tip on how to remember which word means what.
- As a class, read **Grammar's HINT** (found on page 2 of the magazine or at the top of the article page at Scope Online) to review the commonly confused words addressed in the feature. Then read the annotations, which model the correct usage.
- Have students read the three boxes of text independently or with a partner, circling the correct word in each bolded pair. Optionally, share a printable version of the article for students to mark on, or an interactive digital version, which contains drop-down menus.

Reinforce Skill

- Use the anchor chart and **additional skill practice activity** at Scope Online.
- Have students observe the commonly confused words in context by searching for examples of their use in the rest of the magazine or in other class reading material.
- Have students practice using the grammar skill in context: Working in pairs, students should research and write a fourth box of text for the magazine article. For example, if the article contains three text boxes, each about an animal with a stinky defense mechanism, students should research and write a fourth text box about another animal with a stinky defense mechanism. They should include two word pairs from which to select the correct answer and create an answer key. Then have pairs exchange their writing and complete each other's activities.

SCOPE AND SEQUENCE: WRITE LIKE A PRO

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>Our Write Like a Pro feature appears in every other issue and is designed specifically to support grammar and writing instruction.</p> <p>Students read a short, high-interest text, then read annotations in the margin that spotlight one of the writer’s “pro moves.” After digging into these mentor sentences, they take the Write Like a Pro Challenge: a fun, low-stakes writing task in which students experiment with the pro move on their own.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> • Command of the conventions of standard English • Grammar and usage • Command of the conventions of standard English • capitalization and punctuation • Using knowledge of language and its conventions when writing, speaking, reading, or listening 	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Additional scaffolding found at Scope Online:</p> <ul style="list-style-type: none"> • Anchor chart • Additional practice activity 	<p>Culminating Task: Students use the spotlighted skill in their own writing</p>	<p>CCSS (and states that have similar standards)*: L.1, L.2, L.3</p> <p>TEKS: Grades 6, 7, 8: 10d</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND SUGGESTED TEACHING ACTIVITIES: WRITE LIKE A PRO

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Reading the Article

- Direct students to the directions titled “Write Like a Pro” in the upper left-hand corner of the magazine feature or at the top of the digital story page. Read the directions aloud.
- Read the article together. Discuss their reactions to the text or any questions before reading the circles in its margins.
- If needed, use the **anchor chart** and **practice activity** found at Scope Online for additional guided practice.

Writing

- Have students work in pairs or independently to take the Write Like a Pro Challenge. It appears at the end of the feature in the printed magazine or at the bottom of the digital story page.
- Project students’ writing on your whiteboard to share and revise their work if needed. (Alternatively, have students exchange their writing with a partner.)

SCOPE AND SEQUENCE: ROOT POWER

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>The Root Power feature appears in every issue of the magazine. Students learn about Greek and Latin affixes and roots through a graphic-novel-style story.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> • Vocabulary acquisition and use • Analyzing word parts • Consulting reference materials • Verifying the preliminary determination of the meaning 	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p>	<p>Culminating Task: Students find another word that contains the same root, use the word in a sentence, and draw a picture that shows the word's meaning.</p>	<p>CCSS (and states that have similar standards)*: L.4</p> <p>TEKS: Grades 6, 7, 8: 2a, 2b, 2c</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

WY

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: ROOT POWER

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Preparing to Read

- If students are unfamiliar with graphic novels, preview some basic graphic novel terminology and definitions: panels (the square or rectangular boundary that contains one or more elements of the story), gutters (the space between panels, where readers' imagination connects the elements between two panels to create a flowing storyline), and balloons (where spoken or narrated words and sound effects are contained).
- Direct students to look for words in color in the story, which share a Greek or Latin root. Share that root's meaning.

Reading and Discussing

- Read the story once through together, then have students reread independently.
- To check comprehension, have students write a quick objective summary of the story on a sticky note.
- Based on their knowledge of the root meaning and context clues in the story, have students turn and talk to a partner to discuss their preliminary determinations of the meaning of the words in color.

Taking the Root Challenge

- Take the Root Challenge, found at the bottom of the magazine feature and the bottom of the digital story page: Students write down the meaning of each word in color, find another word that contains that root, write a sentence using that word, and draw a picture that shows the word's meaning. (Optionally, the **Root Power Activity** found at Scope Online has graphic organizers for students to complete this task, along with extra practice using the words.) Be sure to have dictionaries handy so students can verify the pronunciation, part of speech, and precise meaning of each word in color.
- An entry form is available online if students would like to enter the **Root Power contest**.

SCOPE AND SEQUENCE: POETRY

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>The Poetry feature appears in every other issue.</p> <p>The poetry format presents a beautiful poem and invites students to use the poem as a model to write their own.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> Determining a theme or central idea of a poem and how it is conveyed Determining the meaning of words and phrases; including figurative language Analyzing the impact of word choice on meaning and tone Citing textual evidence to support analysis Making inferences Poetry writing 	<p>Audio read-aloud of the poem found at Scope Online</p>	<p>Culminating Tasks: Poetry writing Choice board</p>	<p>CCSS (and states that have similar standards)*: R.10, W.3</p> <p>TEKS: Grades 6, 7, 8: 3a, 4a, 5a, 5b, 5d, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6g, 6h, 7a, 8b, 9a, 9b, 9c, 9d, 9e, 9f, 11a</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: POETRY

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Reading the Poem

- As a class, read the poem or listen to the poem read aloud at Scope Online.
- For a second read, invite students to read the poem silently to themselves.

Analyzing the Poem

- As a whole class or in small groups, answer the questions in the **Poetry Analysis Activity**.

Writing

- Invite students to write their own poems using our **Poetry Planner Activity** and the featured poem as a mentor text. An entry form is available online if students would like to enter the **Poetry contest**.

SCOPE AND SEQUENCE: INFOGRAPHIC

Description of Feature	Skills	Differentiation	Assessment	Standards
<p>The Infographic feature conveys facts and data about a kid-friendly topic using photos, graphs, charts, and other images. Students draw on the information presented to respond to a writing prompt.</p> <p>Suggested Time: 1 day</p>	<p>This feature builds the following skills:</p> <ul style="list-style-type: none"> Summarizing Analyzing a visual text Identifying central ideas and details <p>Writing: Explanatory/informative text, argument</p>	<p>Can be done as a class, in small groups, or individually, with varied levels of teacher support</p> <p>Annotated model text</p> <p>Non-annotated model text</p>	<p>Culminating Task: Creation of a presentation, video, or essay</p>	<p>CCSS (and states that have similar standards)*: R.1, R.7, W.2</p> <p>TEKS: Grades 6, 7, 8: 4a, 5a, 5b, 5e, 5f, 5g, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 8d, 9a, 9b, 9c, 11b</p>

*The standards listed apply to AL, AZ, AK, CA, CO, CT, DE, FL, GA, HI, ID, IL, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OR, RI, SD, UT, VT, WA, WV, WI,

PACING CALENDAR AND RECOMMENDED TEACHING ACTIVITIES: INFOGRAPHIC

Suggested time: 1 day (based on using *Scope* during a 60-minute block per day)

Reading the Infographic

- Give students a minute to preview the Infographic.
- Break students into groups to read each section of the infographic and discuss what they find interesting, surprising, or convincing.
- Reconvene as a class and ask volunteers to summarize the central idea and details from the infographic.

Preparing to Write

- Have a volunteer read aloud the writing prompt at the bottom of the page. Brainstorm examples of central ideas (or central claims) that could be used.
- Distribute the self-guided writing activity, **Turning an Infographic Into an Essay**. Have students work individually or in small groups to complete the activity up to the point where they write their first draft.

Modeling the Activity

- If your students need additional support, project the **Annotated Model Text** or the **Non-Annotated Model Text** and review it together.

Writing

- Writing prompts may ask students to turn the infographic into an essay, video, slideshow presentation, or public service announcement. An entry form is available online if students would like to enter the **Infographic contest**.