

# SCOPE

**Reading,  
Writing &  
Reality  
For Teens™**

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## DEAR TEACHERS,

Welcome to the new school year! We are thrilled to help your students become avid readers, confident writers, and critical thinkers!

This year we have more of the things you love—Readers Theater Plays, high-interest nonfiction and fiction, grammar and writing activities, and skills galore—plus new items we know you need.

With our expanded Write Now! writing program, your students will master the elements of strong writing, receive lessons in different writing genres, and get more text-to-self and critical-thinking \*writing prompts. Our interactive back page has more activities, including an original language-arts comic strip, writing prompts, and a reading-comprehension crossword puzzle.

Thank you for inviting us into your classroom!

Sincerely, Lucy Lehrer, Executive Editor

\* For a chance to have your students' work published, send their reviews, poems, and stories to Scholastic Scope, Having Your Say, 557 Broadway, New York, NY 10012.

### IN THIS TEACHER'S EDITION:

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Readers Theater Play: *Fame* • Hispanic Heritage Month • **Skills:** Inference • Compare and Contrast • Punctuation • Text-to-self

TURN THE PAGE for a chart with *Scope's* standards and skills, plus online reproducibles that correspond to articles in this issue.



## THIS ISSUE ONLINE!

www.scholastic.com/scope

- **12 free standards-based reproducibles** for articles in this issue!
- **Funding opportunities for you**
- Read about our new **Write Now! Writing Program** and get a **free rubric**
- **Constitution Day** lesson plans!

**This Teacher's Edition is available online!**



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<b>Readers Theater Play: <i>Romeo and Juliet</i>, p. 6 (Lesson, p. T-3)</b>	• plot, character, setting, and tone • fluency and expression • inference • reading comprehension • Write Now NCTE standards 1, 2, 3	• interpreting text • analyzing character graphic organizer
<b>Compare and Contrast: Comedy vs. Tragedy, p. 13</b>	• compare and contrast • understanding genre NCTE standards 1, 2, 3	• compare-and-contrast graphic organizer
<b>Nonfiction: Adam Sandler, p. 14 (Lesson, p. T-3; Writing Hyperbole, p. T-6)</b>	• humor writing • literary devices NCTE standards 1, 2, 3, 4, 5	• reading comprehension quiz
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<b>Having Your Say: Student Writing, p. 18 (Write a Book Review, p. T-5)</b>	• writing for pleasure • writing a review NCTE standards 1, 2, 3, 4	• poetry writing
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<b>True Teen: Power of Art, p. 22 (Lesson, p. T-3)</b>	• text-to-self • reading comprehension • Write Now • descriptive writing NCTE standards 1, 2, 3, 8, 11	• understanding personal narrative
<b>Back To You, p. 24</b>	• reading comprehension • interpreting text • critical thinking • visual literacy NCTE standards 1, 2, 3, 5, 11	• Jane & Austin storyboard

**\*NCTE & IRA MIDDLE-SCHOOL CURRICULUM STANDARDS**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Range of materials.</li> <li>2. Range of literary works.</li> <li>3. Range of reading strategies.</li> <li>4. Adjust use of language to communicate effectively.</li> <li>5. Range of writing strategies.</li> <li>6. Knowledge of language conventions.</li> <li>7. Conduct research, gather data, and communicate findings.</li> </ol> | <ol style="list-style-type: none"> <li>8. Students use a variety of technological and information resources.</li> <li>9. Understand and respect diversity of language use across cultures.</li> <li>10. English-language learners use their first language for English fluency.</li> <li>11. Participate as reflective, creative members of literacy community.</li> <li>12. Use written language to achieve own goals.</li> </ol> |
|--|--|



# Lesson 1

## Readers Theater Play: *Romeo and Juliet*, p. 6

living in 2009. Divide students into pairs to rewrite the dialogue as e-mails or text messages.

### Prompt: Forming an Opinion

Have students write a short essay that answers these questions: At the end of the play, the family feud seems to finally end. How do Lords Montague and Capulet show their new commitment to peace? Do you think the peace will last? Why or why not?

**Resource:** The Globe Theatre site includes educational materials: [www.shakespeares-globe.org](http://www.shakespeares-globe.org)

### INTRODUCTION

William Shakespeare wrote *Romeo and Juliet* between 1594 and 1595. The play explores themes of love, courtship, and politics.

### OBJECTIVE

To practice fluency and expression

### PRE-READING STRATEGY

As a class, explore the question, what is love?

### DISCUSSION

Teens Romeo and Juliet meet, fall in love, and marry in less than 24 hours. Do you think their love is real? Is it possible to experience true love at such a young age?

### EXTENSIONS

#### Prompt: Balcony Scene Redux

Turn to the balcony scene on p. 8 of the student edition. Tell students to imagine that Romeo and Juliet are



# Lesson 2

## Nonfiction: *King of Comedy*, p. 14

### EXTENSION

#### Prompt: Create a Comedy

Have your students complete the hyperbole worksheet on p. T-6. Then have them write a humorous short story based on one of the prompts below. They must use at least one instance of hyperbole in their story. Ask them to circle where the hyperbole appears.

1. A superhero has an incredibly silly superpower. What is it? How does it make him or her feel?
2. What's the most embarrassing thing that's ever happened to you?
3. You wake up one morning to find that the entire world has shrunk—except you.

### INTRODUCTION

Learn how superstar Adam Sandler fills his screenplays with laughter.

### OBJECTIVE

To understand humor, literary devices, and the comedy genre

### PRE-READING STRATEGY

Ask students what makes something funny. What makes them laugh? Ask them to give examples from novels, books, or films.

### DISCUSSION

1. Adam Sandler says he considers the audience's feelings when he writes comedy. What do you think he means by that? (*He doesn't want to write something that could be hurtful to others.*)
2. Why do you think it took Sandler five years to be comfortable with his friends watching him perform? (*He was insecure and embarrassed. He needed to build confidence in himself.*)



# Lesson 3

## True Teen: *Power of Art*, p. 22

does the painting make them think about? Does it remind them of anything? Tell them to be detailed.

### Research

Divide the class into groups to research autism. Then have each group work together on a five-paragraph essay that answers these questions: What is autism? What are the symptoms? What do doctors know about it? How many people in the U.S. have autism?

**Resource:** For more on Amanda and autism: [www.amandala-munyon.com](http://www.amandala-munyon.com)

### INTRODUCTION

Amanda LaMunyon is a gifted teen artist who has Asperger's syndrome, an autism spectrum disorder. In this article, Amanda talks about how art transformed her life.

### OBJECTIVE

To understand a personal narrative

### DISCUSSION

Have you ever felt out of control like

Amanda did? Why did Amanda's attitude toward herself change? (*She discovered her art could affect the world in a positive way.*)

### EXTENSIONS

#### Prompt: Descriptive Writing

Ask students to describe one of Amanda's paintings shown in the article. What colors do they see? What is in the background? What does the painting depict? What

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# ANSWER KEY

## PLAY SKILLS: *Romeo and Juliet*, p. 12

### • No-Sweat Test Prep

1. B
2. C
3. D
4. B
5. B
6. D
7. C
8. A
9. If he hadn't been so hasty, perhaps Juliet would have awoken in time.
10. The price of hatred is the deaths of bright, young, and innocent people: Mercutio, Romeo, Paris, and Juliet.

## SCOPE 100: *Siblings With Strings*, p. 19

### • Matching

1. D
2. F
3. A
4. E
5. B
6. C

### • Fill in the blanks

1. grave
2. prodigious
3. antagonized
4. formulate
5. nuance
6. weary

## NONFICTION: *Connection Disconnect*, p. 21

### • Multiple choice

1. B
2. A
3. D

## TRUE TEEN: *Power of Art*, p. 23

### • Multiple choice

1. D
2. B
3. D

## BACK TO YOU: *Reading Comprehension*, p. 24

### • Crossword Puzzle

	1	A	U	S	2	T	E	N	
		M			R				
3	M		4	A	D	A	M	5	S
	V				V			H	
6	P	R	I	D	E			O	
					L			R	
7	P	O	E	M	S			T	

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# Write a Book Review

Available  
as a PDF at  
[scholastic.com/scope](http://scholastic.com/scope)

Have you recently read a book that inspired you? Tell us all about it! Use this guide to help you write a review, and then send it to *Scope*, 557 Broadway, New York, NY 10012, for a chance to be published.

## Organize Your Thoughts

1. What is the book's title, and who is the author? \_\_\_\_\_
2. Where and when does the book take place? \_\_\_\_\_
3. What is the genre (adventure, tragedy, mystery, comedy, etc.)? \_\_\_\_\_
4. Describe the main character(s). \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Summarize what the book is about in two sentences. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What is the theme or main idea of the story? (Example: One theme of *Stardust* is that society can't tell you who you are; you must follow your own path to achieve great things.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What kind of person might enjoy reading this book? (Example: If you love stories about adventures at sea, then you won't want to miss Jules Verne's *20,000 Leagues Under the Sea*.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What is your overall impression of the book? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Time to Write!

Use your responses to the questions above as an outline to write your review. Then decide on a central point, such as *This novel shows how friendship helps teens cope with hardship*. Put your central point in the first paragraph.

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# Writing Hyperbole

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In this issue of *Scope*, you read about a literary device called **hyperbole**. Hyperbole is an exaggeration or overstatement to make a point. Writers use hyperbole in prose and poetry to make their work more descriptive. Look at these examples:

- I've tried to repair this door a thousand times.
- You must be 20 feet tall.
- I laughed so hard, I practically exploded.
- A snail could move faster than this train.

**Directions:** Write a sentence containing hyperbole about each of the items below. Be creative! We've done the first one for you.

1. hot dogs I like hot dogs so much I could eat a million of them.
2. birds \_\_\_\_\_
3. a shirt \_\_\_\_\_
4. getting caught in the rain \_\_\_\_\_
5. moldy cheese \_\_\_\_\_
6. a computer \_\_\_\_\_
7. a bad day \_\_\_\_\_
8. your favorite celebrity \_\_\_\_\_
9. your favorite song \_\_\_\_\_
10. a movie you saw recently \_\_\_\_\_

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# Word Journal

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**Directions:** As you read this issue of *Scope*, you might come across words you've never heard before. Use this chart to keep track of these new words. In the first column, write down each unknown word. In the second column, note the page number where the word appears. In the third column, take a guess at what the word might mean. (Context clues—that is, information around the unknown word—can help you make a guess.) Then write the dictionary definition in the fourth column. Challenge yourself to use each new word in a conversation today.

New Word	Page	My Guess	Dictionary Definition

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# The SCOPE 100

## Wow Them With Words

By the end of the school year, you'll learn 100 vocabulary words from the SAT and ACT tests. Save this page in the front of your notebook, and look for these words in your *Scope* magazines. Check the words off when they're used in *Scope*, and use them in your own writing and in everyday conversation as often as you can.

**adhere** *v* follow

**admonish** *v* criticize, rebuke

**adverse** *adj* unfavorable, undesirable

**agility** *n* nimbleness

**amalgam** *n* mixture, combination

**anarchic** *adj* chaotic, lawless

**antagonize** *v* provoke

**arrogant** *adj* excessively proud

**astound** *v* amaze, astonish

**astute** *adj* shrewd, perceptive

**attune** *v* regulate, adjust

**atypical** *adj* irregular, abnormal

**benefactor** *n* patron, supporter

**bequest** *n* inheritance

**blithe** *adj* carefree, happy

**bombastic** *adj* overblown, pompous

**candid** *adj* frank, honest

**capricious** *adj* fickle, flighty

**circumscribe** *v* limit, restrict

**cohesive** *adj* unified

**colloquial** *adj* conversational

**compile** *v* assemble, amass

**conceited** *adj* self-important

**conciliatory** *adj* peacemaking, pacifying

**consensus** *n* agreement

**confidant** *n* friend

**connoisseur** *n* expert, specialist

**constituent** *n* citizen, voter

**contempt** *n* scorn, dislike

**conviction** *n* firm belief

**cordial** *adj* friendly, pleasant

**cosmopolitan** *adj* sophisticated

**credible** *adj* likely, believable

**cultivate** *v* nurture, develop

**curative** *adj* restorative, healing

**debilitate** *v* weaken, incapacitate

**decrepit** *adj* feeble, weak, old

**delude** *v* mislead, deceive

**dense** *adj* thick, crowded

**discredit** *v* disgrace, dishonor

**dismantle** *v* disassemble, take apart

**duplicitous** *adj* disloyal, double-dealing

**durable** *adj* long-lasting, strong

**eccentric** *adj* odd, strange

**edify** *v* educate, enlighten

**elicit** *v* obtain, draw out

**embellish** *v* decorate, adorn

**enact** *v* pass, endorse, carry out

**entrench** *v* establish, embed

**evade** *v* dodge

**expropriate** *v* seize, claim

**flippant** *adj* offhand, glib

**formulate** *v* plan, word, devise

**foster** *v* encourage, further, advance

**frenetic** *adj* frantic, hectic

**furtive** *adj* secretive, sly

**galvanize** *v* jolt, spur to action

**grave** *adj* weighty, serious

**harness** *v* utilize, channel

**imminent** *adj* impending, looming

**imperceptible** *adj* undetectable

**impetuous** *adj* headstrong, reckless

**impulsive** *adj* spontaneous, hasty

**inapt** *adj* improper, inappropriate

**inclination** *n* tendency, whim

**industrious** *adj* busy, hardworking

**insinuate** *v* imply

**intricacy** *n* complexity

**intrinsic** *adj* basic, fundamental, inherent

**jocular** *adj* playful, funny

**lament** *v* grieve, mourn, regret

**mendacious** *adj* dishonest, untruthful

**moratorium** *n* temporary ban, suspension

**nuance** *n* variation, tone, shading

**ordeal** *n* severe or difficult experience

**onerous** *adj* burdensome, strenuous

**persevere** *v* keep trying in spite of opposition or discouragement

**petulant** *adj* grouchy, irritable, rude

**phenomenon** *n* sensation, occurrence

**predecessor** *n* forerunner, ancestor

**pretentious** *adj* showy, pompous

**prodigious** *adj* enormous, exceptional

**pungent** *adj* strong, overpowering

**quiescent** *adj* idle, dormant

**redundant** *adj* repetitive

**refute** *v* disprove

**reiterate** *v* repeat, say again

**reparation** *n* amends, compensation

**resound** *v* echo, thunder

**surreptitious** *adj* sneaky, secret

**tenet** *n* principle, view, rule

**torrent** *n* flood, violent flow

**triumphant** *adj* victorious

**unsolicited** *adj* unrequested, unwanted

**unstinting** *adj* generously given

**usurp** *v* seize, take over

**venerable** *adj* esteemed, respected

**veracity** *n* truthfulness, accuracy

**voracious** *adj* avid, ravenous, hungry

**weary** *adj* tired, lackluster, exhausted