

SCHOLASTIC  
**SCOPE**  
THE LANGUAGE ARTS MAGAZINE

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## WELCOME BACK!

### BRAND NEW IN *SCOPE*!

- **Scope Essay Kit** combines a high-interest article with extra facts, all organized into a “kit” that walks students through the process of writing a clear essay. You will love it.
- **More Nonfiction** because we know you need plenty of high-quality nonfiction to engage your students and prepare them for tests.
- **Digital Lesson Plans** let you combine our engaging *Scope* content with audio, video, and whiteboard content to create showstopping lessons for your students. Go to our Web site to check out this month’s lesson plan about narrative nonfiction ([www.scholastic.com/scope](http://www.scholastic.com/scope)).

### COMING UP NEXT! ISSUE DATE: September 20, 2010

- Riveting Nonfiction:  
**Harry Houdini**
- Readers Theater Play:  
**Sherlock Holmes mystery**
- Essay Kit Debate:  
**Should parents let kids take big risks?**
- Realistic Fiction:  
**a short story by award winner Watt Key**

Genre Spotlight: Biography

Skills Spotlight:  
Characterization



Scholastic Scope  
EdPress Winner 2010

## SEPTEMBER 6, 2010, HIGHLIGHTS

- **GENRE SPOTLIGHT: NARRATIVE NONFICTION**  
**The Tornado Super Outbreak of 1974**  
This month’s featured story will grab your students from the first line. They won’t even realize that they are learning about the elements of narrative nonfiction. **p. 4**
- **READERS THEATER PLAY**  
**Wendelin Van Draanen’s *Flipped***  
A student-favorite novel is now a charming read-aloud play (and a great way to teach point of view). **p. 12**
- **FIRST-LINE WRITING CONTEST**  
**Help Pam Muñoz Ryan Write Her Story**  
The *Esperanza Rising* author needs a first line for her *Scope* story. Can your students help? (Big prizes!) **p. 22**

Questions about your subscription? Call us! 1-800-SCHOLASTIC (1-800-724-6527)

## INSIDE THE ISSUE: September 6, 2010

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<b>Narrative Nonfiction, p. 4</b> "We Should All Be Dead" (Lesson, p. T-3)	<ul style="list-style-type: none"> <li>• reading for information</li> <li>• understanding the narrative nonfiction genre</li> <li>• identifying supporting details</li> <li>• critical thinking</li> </ul> NCTE standards 1, 2, 3, 5, 8	<ul style="list-style-type: none"> <li>• interactive reading-comprehension bubble test</li> <li>• digital lesson plan on narrative nonfiction</li> <li>• short-answer worksheet: identifying nonfiction elements</li> <li>• critical-thinking questions</li> </ul>
<b>Vocabulary, p. 11</b> "Word Match-Up"	<ul style="list-style-type: none"> <li>• vocabulary acquisition</li> <li>• visual literacy</li> </ul> NCTE standards 1, 3, 5, 6	<ul style="list-style-type: none"> <li>• vocabulary practice</li> </ul>
<b>Readers Theater Play, p. 12</b> "Flipped" (Lesson, p. T-4)	<ul style="list-style-type: none"> <li>• understanding point of view</li> <li>• analyzing character</li> <li>• critical thinking</li> </ul> NCTE standards 1, 2, 3, 5, 6	<ul style="list-style-type: none"> <li>• interactive reading-comprehension bubble test</li> <li>• analyzing "Flipped" characters' points of view</li> <li>• writing in first-person point of view</li> <li>• critical-thinking questions</li> </ul>
<b>Persuasive Writing, p. 18</b> "Are Bullies Criminals?"	<ul style="list-style-type: none"> <li>• identifying main idea and details</li> <li>• writing a persuasive essay</li> <li>• distinguishing fact and opinion</li> </ul> NCTE standards 1, 2, 3, 4, 5, 12	<ul style="list-style-type: none"> <li>• fact and opinion</li> </ul>
<b>Compare &amp; Contrast, p. 20</b> "Then & Now: Romeo and Juliet vs. Edward and Bella" (Lesson, p. T-5)	<ul style="list-style-type: none"> <li>• comparing and contrasting</li> <li>• critical thinking</li> <li>• understanding author's motivation</li> </ul> NCTE standards 1, 2, 3, 7	<ul style="list-style-type: none"> <li>• guided essay writing</li> <li>• critical-thinking questions</li> </ul>
<b>Writing Contest, p. 22</b> First-line contest with Pam Muñoz Ryan (Lesson, p. T-6)	<ul style="list-style-type: none"> <li>• evaluating and emulating creative-writing techniques</li> <li>• understanding personification</li> <li>• text-to-self</li> </ul> NCTE standards 1, 2, 3, 5, 6, 8, 9, 11, 12	<ul style="list-style-type: none"> <li>• PowerPoint on first lines</li> <li>• writing with sensory details</li> <li>• critical-thinking questions</li> <li>• interactive contest entry form</li> </ul>

### 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> </ol> | <ol style="list-style-type: none"> <li>7. Conduct research, gather data, and communicate findings.</li> <li>8. Use a variety of technological and information resources.</li> <li>9. Understand and respect diversity of language use across cultures.</li> </ol> | <ol style="list-style-type: none"> <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> |
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## Lesson 1

# Narrative Nonfiction: We Should All Be Dead, p. 4

### SUMMARY

In 1974, a series of 148 tornadoes touched down in 13 states during a period of 15 hours. This article describes the terror of the “Super Outbreak” and the evolving science of tornado prediction.

### MAIN SKILLS AND TEACHING OBJECTIVES

This lesson will help your students:

- understand **narrative nonfiction**
- identify **descriptive details**

### BEFORE READING

#### UNDERSTANDING NARRATIVE NONFICTION

(5 Minutes)

**Class discussion:** Ask the class to explain the difference between nonfiction and fiction. They will most likely say nonfiction is true and fiction isn't. Then ask where they would expect to find descriptive details, suspense, interesting characters, and metaphors and similes. They will probably say fiction. Explain that when these elements are applied to nonfiction to create a compelling story, it is called *narrative nonfiction*. **Go to Scope Online** for our *digital lesson plan on narrative nonfiction*.

### DURING READING

#### IDENTIFYING DETAILS

(15 minutes)

**Make a list:** Descriptive details are an important element of narrative nonfiction. After students read the article, have them reread it and underline or list details that create images of people's experiences during the outbreak. Conclude by asking which details they found most gripping.

### AFTER READING

#### CRITICAL-THINKING AND DISCUSSION QUESTIONS

(15 minutes)

*The questions that follow are also available online in a format suitable for printing or projecting.*

- Where does the title of this article come from? How does it reflect the main idea of the article? (**understanding main idea**) *It comes from a quote in the Xenia newspaper. It reflects the severity of the tornadoes.*
- Which details show how powerful the tornado in Xenia was? (**identifying details**) *It was half a mile across; it was the strongest tornado in U.S. history; 33 people died and 1,000 were injured; etc.*
- Why did the Super Outbreak occur? Why were people

unprepared for it? (**identifying cause and effect**)

*A collision of cold and warm air created storms that turned into tornadoes. In 1974, weather forecasters didn't have the technology to predict tornadoes.*

- What has changed between 1974 and today that allows scientists to predict tornadoes? (**comparing and contrasting**) *Dr. Fujita and others have studied tornadoes' strengths and causes, as well as signs they are coming.*
- Why do you think the author included Vicki Gamble's memories of the tornado? (**understanding narrative nonfiction**) *They add an exciting human element to the story; readers feel what it was like to be in her place.*

#### UNDERSTANDING NARRATIVE NONFICTION

(10 minutes)

**Write headlines:** Have students rewrite the facts they found in the article as a series of at least eight newspaper headlines. Remind them that headlines use just a few words to relate key information. Then discuss the difference between a journalistic “just the facts” approach and this narrative nonfiction account, which incorporates many descriptive details and emotions.

#### FOR LESS-ADVANCED STUDENTS

**Explaining main idea:** Pause after reading each section to review its main idea. Then have students write a one-sentence summary of each section's main idea.

#### WRITING PROMPTS

**Narrative:** Have students use what they learned about narrative nonfiction to describe a weather-related event (a snowstorm, a flood, a blackout during a storm, etc.) from their own lives. They should write in third-person and use descriptive details, suspense, and metaphors or similes.

**Letter:** Ask students to imagine they witnessed a tornado during the Super Outbreak. Have them write a letter to a friend about the experience, using details from the article.

### Online Resources

#### Digital lesson plan:

- Narrative nonfiction

#### Activities to print or project:

- Interactive reading-comprehension bubble test
- Critical-thinking questions
- Nonfiction elements short-answer worksheet

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## Lesson 2

# Readers Theater Play: **Flipped**, p. 12

### SUMMARY

Seventh-grade neighbors Juli and Bryce each tell the same story from their own point of view in this play based on the new film adaptation of Wendelin Van Draanen's beloved YA novel *Flipped*.

### MAIN SKILLS AND TEACHING OBJECTIVES

This lesson will help your students:

- understand **point of view**
- understand **character**

### BEFORE READING

#### UNDERSTANDING POINT OF VIEW

(10 minutes)

**Quick write:** Have students read the note at the beginning of the play. Ask the students what *point of view* means. Then ask them to write a few sentences explaining how the following people's points of view might differ: (a) a 13-year-old girl and her mother, discussing how much time the girl should spend on the computer; (b) two friends making Saturday plans, one who wants to go to the movies and the other who wants to finish their science project.

### DURING READING

#### UNDERSTANDING CHARACTER

(15 minutes)

**Character web:** As students read, have them look for clues to help them understand the main characters. What words or actions reveal what they are like? Ask students to choose Juli or Bryce and complete a character web: Write the character's name in a circle in the middle of a sheet of paper, then draw spokes connecting to 3-4 smaller circles that contain words describing him or her. From each of these circles, draw spokes to circles containing details from the play that demonstrate that characteristic.

### AFTER READING

#### CRITICAL-THINKING AND DISCUSSION QUESTIONS

(15 minutes)

*The questions below are also available online in a format suitable for printing or projecting.*

- Bryce wonders whether he was afraid of hurting Juli's feelings or just afraid of her. What do you think? (**understanding character's motivation**) *Answers will vary. He was afraid of dealing with Juli's reaction but also concerned about her feelings.*

- If you were Bryce, what would you have done with the eggs? If he had been honest about not wanting them, do you think things would have turned out better? (**making judgments**) *Answers will vary.*
- What does Juli's protest about the tree tell you about her? (**understanding character**) *She has strong convictions and is willing to act on them.*
- What does Chet mean when he says, "Some of us get dipped in flat, some in satin, some in gloss . . ."? How does this affect Bryce? (**understanding metaphor**) *Chet compares people with painted surfaces; some stand out more than others. His comparison helps Bryce see Juli as special.*
- At the end, Juli ponders whether Bryce is greater or less than the sum of his parts. What do you think she will decide? Explain. (**making predictions**) *Answers will vary.*

### UNDERSTANDING POINT OF VIEW

(15 minutes)

**Write a first-person account:** Arrange students in pairs. Choose a recent school event and ask students to write a paragraph about it in the first person. Then have partners read each other's paragraphs and discuss how their points of view differ. Or, download the "In Whose Views?" reproducible skills sheet from *Scope Online*. **Graphic organizer:** Help students sort out Juli's and Bryce's differing views with our "Point of View" graphic organizer, available at *Scope Online*. (This activity is also appropriate for less-advanced students.)

### WRITING PROMPTS

- Creative:** Have students use their imaginations to write an end to the story, in either play or prose format.
- Persuasive:** Ask students to address a persuasive essay to either Juli or Bryce, trying to convince one of them to treat the other differently in the future.

### Online Resources

#### Activities to print or project:

- Interactive reading-comprehension bubble test
- Compare the characters' points of view
- Writing in first-person point of view
- Critical-thinking questions

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## Lesson 3

# Compare & Contrast: *Then & Now*, p. 20

### SUMMARY

Students read two articles, one about Romeo and Juliet and one about Edward and Bella, the main characters in Stephenie Meyer's bestselling *Twilight* series. After reading, students will be able to compare and contrast the two pairs of star-crossed lovers as well as their creators, Shakespeare and Meyer.

### MAIN SKILLS AND TEACHING OBJECTIVES

This lesson will help your students:

- **compare and contrast** two famous couples and two famous authors
- **study** two well-known authors

### BEFORE READING

#### CHARACTER STUDY

(10 minutes)

**Prior knowledge:** Write the names “Romeo and Juliet” and “Bella and Edward” on the board. Then ask students to brainstorm what they know about these two couples. What are they like? How old are they? What are their problems? Who created the characters? When?

### DURING READING

#### READING COMPREHENSION

(15 minutes)

**Reading for information:** These articles present information about famous fictional couples as well as the writers who created them. Point this out to students, and remind them to pay attention to both as they read.

### AFTER READING

#### CRITICAL-THINKING AND DISCUSSION QUESTIONS

(15 minutes)

*The questions below are also available online in a format suitable for printing or projecting.*

- What main problem do Romeo and Juliet face? What about Bella and Edward? (**identifying conflict**) *Romeo's and Juliet's families hate each other. Edward is a vampire and Bella is not.*
- How did people feel about Shakespeare during his lifetime? How is he regarded today? (**author study**) *During his life, Shakespeare was popular with everyone—from royalty to peasants. He is still popular today and considered by many to be one of the best writers of all time.*
- Why did Stephenie Meyer write *Twilight*?

(**understanding author's motivation**) *She had a dream about a vampire-human relationship and decided the story had to be told.*

- Which details show how successful the *Twilight* series has been? (**identifying details**) *The books have sold more than 100 million copies, been translated into 50 languages, earned hundreds of millions for their author, and launched hit films.*
- Why do you think these stories of doomed romances, written more than 400 years apart, are both so popular? (**critical thinking**) *Answers will vary.*

### COMPARING AND CONTRASTING

(15 minutes)

**Write e-mails:** Have students write a series of e-mail messages between Juliet and Bella or Romeo and Edward, in which the two characters compare and contrast their problems and offer each other advice.

**Guided essay:** Have students identify similarities and differences between the two couples and between the writers who created them. How do the love-struck teens relate to each other? How have audiences reacted to the characters? How did the authors balance writing and family life? Students can then use what they identify to write an essay comparing and contrasting the two couples and the two writers. *Download our reproducible skills sheet from Scope Online to help students with the essay.*

### FOR LESS-ADVANCED STUDENTS

(15 minutes)

**Venn diagram:** Ask students to complete a Venn diagram comparing and contrasting the two couples.

### WRITING PROMPTS

**Writing about literature:** This feature presents two wildly adored works. Ask students to write about a book they love. Tell them to summarize what the book is about and to explain what makes them feel the way they do about it.

### Online Resources

#### Activities to print or project:

- Guided essay writing
- Critical-thinking questions

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## Lesson 4

# Writing Contest: Fabulous First-Line Contest, p. 22

### SUMMARY

Award-winning author Pam Muñoz Ryan is going to write an original story for one of our April issues, and she will select one winning student's first line to start her tale! This article and lesson will help students craft a great opener. **Don't miss our "Fabulous First Lines" PowerPoint at Scope Online.**

### MAIN SKILLS AND TEACHING OBJECTIVES

This lesson will help your students:

- examine the role of first lines in **creative writing**
- experiment with different **writing techniques**, including the use of **sensory details**

### BEFORE READING

#### CREATIVE WRITING

(5 minutes)

**Introduce the author and contest:** Ask for a show of hands: Who has read *Esperanza Rising*? *Riding Freedom*? *Becoming Naomi León*? Tell the class that the author of these books, Pam Muñoz Ryan, is going to write a story for *Scope* and will pick a student-written first line. Brainstorm: What might she be looking for in a first line?

### DURING READING

#### SENSORY DETAILS

(15 minutes)

**Visualize:** Have students close their eyes and listen as you read each first line on p. 23 aloud. What do they imagine as you read? What questions about the story does it bring up? Does hearing the first line make them want to hear the next line? Pause after reading each first line and have the students read it themselves. Discuss the provided analysis of each first line.

### AFTER READING

#### CRITICAL-THINKING AND DISCUSSION QUESTIONS

(10 minutes)

*The questions below are also available online in a format suitable for printing or projecting.*

- What are sensory details? What are some examples in Pam's first lines? (**understanding details**) *They are details that describe the sight, sound, feel, smell, or taste of something. Examples include "rain drummed down" (sound), "gentle slopes of the vineyard" (sight), and "taking her small hand" (feel).*

- What literary device does Papa use when he says, "Our land is alive"? How do you think he feels about the land? (**understanding literary devices**) *He uses personification; he loves the land as if it were a person.*
- The line from *Riding Freedom* introduces a character. Why is this an effective technique for a first line? (**writing technique**) *It makes you want to know more about the character; it creates a human connection.*
- Which of these books would you read if you had to choose just one? Why? (**text to self**) *Answers will vary.*

### WRITING TECHNIQUES

(15 minutes)

**Write a first-person account:** The examples in this article show first lines that set a scene, employ dialogue, and introduce a character. Have students follow these models to write three different openings for a story about a student's first day in a new school. For practice incorporating **sensory details** into writing, check out our "Use Your Senses" skills sheet at *Scope Online*.

**View a PowerPoint:** Visit *Scope Online* to download a PowerPoint presentation about writing first lines.

### WRITING PROMPTS

**Creative:** Have students choose one of the first lines on p. 23 and use it as the first sentence in a paragraph. Tell them to imagine they are writing the opening paragraph of a story, and they can introduce any characters or invent any details they wish. (Encourage students to choose a line from a book they have not read, or to imagine what other story the line might introduce.)

**Writing about literature:** Ask students to write a paragraph about the first line of a book they have enjoyed recently. What is the first line? How does it draw the reader in? How does it relate to the rest of the book? Does it introduce a major event, idea, or character?

### Online Resources

#### Digital slideshow:

- PowerPoint presentation: "Fabulous First Lines"

#### Activities to print or project:

- Writing with sensory detail
- Critical-thinking questions
- Interactive contest entry form

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