

Article: "Jane & Austin's Literary Laughs" • Issue: September 21, 2009

Name: _____ Class: _____ Date: _____

Jane & Austin's Literary Laughs

Directions: Write your own episode of *Scope's* comic about Jane & Austin. Then send it to us for a chance to get published: Jane & Austin, Scholastic Scope, 557 Broadway, NY, NY, 10012.

My name: _____ My teacher: _____

My school: _____ My grade: _____

Parent or teacher signature: _____

Jane & Austin's
Literary Laughs

Title: _____

COMIC STRIP

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Issue: September 21, 2009

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Writing Rubric

Directions: A rubric is a way to measure the quality of your own work. Use this rubric to assess anything you write. You can apply it to your fiction, nonfiction, personal essays, book reviews, thesis papers—any piece of writing!

1. IDEAS

My main idea is: _____

2. ORGANIZATION

I organized my writing this way: _____

I chose this way to organize because: _____

3. SENTENCES

Do I begin each sentence with a different word? _____

Do my sentences vary in structure? _____

Do my sentences vary in length? _____

4. VOICE

The voice I use is (at least two adjectives): _____

For example:

5. WORD CHOICE

Do I use the correct words to say what I mean? _____

6. EDIT

Did I spell check? _____

Did I proofread for proper punctuation and grammar? _____

Article: "The SCOPE 100" • Issue: September 21, 2009

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The SCOPE 100—Antonyms

Directions: Do you remember the meanings of the six SCOPE 100 words you learned in this issue? Check your knowledge by choosing the correct antonym (opposite) for the words below.

1. embellish

- Ⓐ simplify
- Ⓑ decorate
- Ⓒ enhance
- Ⓓ destroy

3. agility

- Ⓐ awkwardness
- Ⓑ nimbleness
- Ⓒ sharpness
- Ⓓ dexterity

5. persevere

- Ⓐ carry on
- Ⓑ clean
- Ⓒ sweat
- Ⓓ give up

2. harness

- Ⓐ ride
- Ⓑ attach
- Ⓒ release
- Ⓓ breed

4. candid

- Ⓐ preserved
- Ⓑ guarded
- Ⓒ straightforward
- Ⓓ honest

6. triumphant

- Ⓐ jealousy
- Ⓑ defeated
- Ⓒ building
- Ⓓ victorious

Write a sentence for each of the SCOPE 100 words above.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Article: "Punctuation Takes a Hike" • Issue: September 21, 2009

Name: _____ Class: _____ Date: _____

You Be the Editor

Directions: The wrong punctuation has created wacky sentences in the e-mail below. Read the proofreading marks in the chart below. Then use them to proofread the e-mail. We've done the first two sentences for you.

SYMBOL	MEANING	EXAMPLE
/	Change to lower case	He went N ortheast.
=	Change to capital letter	She sleeps. <u>h</u> e eats.
o	Delete	She sleeps o and eats.
^	Insert period	She sleeps [^] He eats.
^ ,	Insert comma	She sleeps [^] and he eats.
Ⓚ	Replace period with question mark	When did she sleep and eat. Ⓚ

Dear Olive,

I think we should go out to dinner to eat[^] Olive. I heard Dino's Café is having a giant sandwich~~o~~sale today. I am really in the mood for spaghetti sandwiches. Are good though. I hope they have French fries with or without meat. All sandwiches are pretty tasty.

After dinner, let's eat ice cream on our bikes. We should be able to make it to Dino's Café and the ice cream shop. By 7:00 p.m. mint chocolate chip is probably what I'll order. What is your favorite ice cream flavor. I can't wait!

xoxo,

Maggie

Article: "Sitting and Soaring" • Issue: September 21, 2009

Name: _____ Class: _____ Date: _____

WHO Versus WHOM

Trying to remember when to use *who* and when to use *whom* can give a writer a headache. But don't despair! Complete this worksheet to help you keep track of these tricky pronouns.

Who is a subject that performs the action of the verb.

Examples:

Who goes to Harding High School?

Larry, **who** loves nature, volunteers at the Parks Department.

Whom can be either the object of the preposition or an object that receives the action of the verb.

Examples:

To **whom** are you speaking?

Shayla, in **whom** I have a lot of faith, wants to be the first female President.

Hint: There is a simple trick to remembering the difference between **who** and **whom**. All you have to do is restate the sentence using "he" or "him." If the sentence is a question, answer it using "he" or "him."

He = Who

Him = Whom

Examples:

Who/Whom likes to write poetry? **He** does.

To **who/whom** are you singing? I am speaking to **him**.

Directions: Circle the correct pronoun in the sentences below.

1. Who/Whom can do a backflip in a wheelchair?
2. Aaron Fotheringham, who/whom is a 17-year-old extreme athlete, hasn't been able to use his legs since he was 3.
3. Who/Whom recently appeared on the TV show *Secret Millionaire*?
4. Aaron was inspired by his brother, Brian, who/whom is a skateboarder.
5. It would be great if all sporting events included a category for athletes who/whom are disabled.
6. With who/whom did you go to the X Games?
7. In who/whom would you place your faith in completing a double backflip in a wheelchair?
8. Aaron, who/whom has had several injuries, always wears a helmet and elbow pads when doing his wheelchair stunts.

YOUR TURN

Directions: Write a sentence using the pronoun *who*. Then, write a sentence using *whom*.

1. _____

2. _____

Article: "Teens Are Boss" • Issue: September 21, 2009

Name: _____ Class: _____ Date: _____

Teens Are Boss Quiz

Directions: Read the article "Teens Are Boss," and answer the following questions.

1. Why are so many teens starting their own businesses?
 - Ⓐ Jobs for teens are getting harder to find.
 - Ⓑ Starting a business can be more profitable than a typical teen job.
 - Ⓒ Teens want to do something they really enjoy.
 - Ⓓ all of the above

2. Which entrepreneur has a patent pending?
 - Ⓐ Tony Adams
 - Ⓑ DJ Buono
 - Ⓒ Jennifer Goebel
 - Ⓓ Jessica Cervantes

3. What is a Popsy Cake?
 - Ⓐ an ice cream cake
 - Ⓑ a cake on a Popsicle stick
 - Ⓒ a cupcake on an edible cookie stick
 - Ⓓ a Popsicle dipped in frosting

4. How did Tony Adams most likely feel when he found out he had been awarded a \$40,000 scholarship?
 - Ⓐ ecstatic and proud
 - Ⓑ passionate and resentful
 - Ⓒ disappointed and competitive
 - Ⓓ all of the above

5. Which teen has a business with 10 employees?
 - Ⓐ Tony Adams
 - Ⓑ DJ Buono
 - Ⓒ Jennifer Goebel
 - Ⓓ Jessica Cervantes

6. Which word is a synonym for **enterprising**?
 - Ⓐ resourceful
 - Ⓑ inactive
 - Ⓒ adventurous
 - Ⓓ unenthused

7. Which of the following sentences has incorrect punctuation?
 - Ⓐ When Jennifer Goebel, from Plano, Texas, was 16, she "wanted a job, but not just any normal teenager job," she told *Scope*.
 - Ⓑ What is his recipe for success.
 - Ⓒ "This industry is highly competitive," he told *Scope*.
 - Ⓓ Like Jennifer, Eric Ciesleicz, 18, put his passion to work.

8. Which of the following statements is FALSE?
 - Ⓐ When Jessica Cervantes was a child, she enjoyed baking with her mom.
 - Ⓑ DJ had his first paid gig when he was just 11.

9. Why does DJ Buono say being a DJ is a competitive job?
 - Ⓒ About one out of every four teens looking for a job this year could not find one.
 - Ⓓ Jennifer Goebel wants to expand her dance company to 1,000 locations.

10. Do you have an idea for your own business? Explain your answer.

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Comic Strip: "Pondering Palindromes" • Issue: September 21, 2009

Name: _____ Class: _____ Date: _____

Playing With Palindromes

A **palindrome** is a word, phrase, number, or other expression that can be read the same way forward or backward. Differences in punctuation and spaces between words is generally permitted.

Examples:**Words:** noon; kayak; radar**Names:** Hannah, Anna, and Stanley Yelnats from the book *Holes***Dates:** In the day/month/year style of writing dates, January 11, 2010
will be a palindrome: 01/11/10**Sentence:** Don't nod.**Directions:** Circle the palindrome(s) in each sentence. (Hint: Some palindromes may include phrases or sentences.)

1. Bob has an eye appointment today at noon.
2. Tim's racecar came in third place at the Civic Raceway.
3. The nun signed the deed on 20/02/2002.
4. Madam, I'm Adam, and I love soda pop.
5. Some men interpret nine memos.

BONUS

Think of five words, names, dates, phrases, or sentences that are palindromes, and write them on the lines below.

Play: *Fame* • Issue: September 21, 2009

Name: _____ Class: _____ Date: _____

Write a Monologue

After you read the play *Fame*, take a cue from Malik and write a monologue for one of the characters. A **monologue** is a part of a drama in which a single actor speaks alone for a prolonged period of time, usually revealing something personal or important about the character.

Directions: Answer the following questions. Then, use the questions as a guide when writing your monologue.

1. For which character will you write a monologue? _____

Why? _____

2. In which scene would you place the monologue? _____

Why? _____

3. What will the monologue be about? _____

4. What emotions do you want your monologue to evoke? _____

5. What do you want the monologue to reveal about the character? _____

WRITE NOW!

On a separate sheet of paper, use your answers to the questions above to write your monologue. Then be brave and recite it for your friends or classmates.

Memoir: *Breaking Through* • Issue: September 21, 2009

Name: _____ Class: _____ Date: _____

Reading Between the Lines

To **infer** something is to draw a conclusion by evaluating the facts presented to you. For example, in a story where humans live on many planets besides Earth, you might infer that the setting is in the future. To make an **educated inference**, you must consider all the information carefully.

Directions: Answer the questions below to make inferences about the excerpt from *Breaking Through*.

1. Does the story take place in the present day? _____

How do you know? What are the clues? _____

2. Will Frankie's impersonation of Elvis be successful? _____

How do you know? What are the clues? _____

3. Do you think Frankie's successful impersonation of Elvis will make him feel less alone? _____

Why or why not? _____

4. What kind of relationship do you think Frankie and his brother Roberto have? _____

Why? _____

5. How do you think Frankie felt about being a good math student? _____

Article: "The SCOPE 100" • Issue: September 21, 2009

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Get a Clue!

Have you ever come across a word you didn't know? You don't always have to reach for the dictionary.

First, try using **context clues**:

- Use other words in the sentence to figure out the meaning of the word you don't know.
- Determine the part of speech. For instance, if it's a verb, then you know its meaning can't be an adjective or a noun.

Directions: Read the following sentences. Use the context clues to find the meaning of the bolded words.

Each word is related to this issue's SCOPE 100.

1. Sarah is the most **agile** dancer in our dance company. She moves with such grace.

What part of speech is **agile**?

- Ⓐ noun
- Ⓑ verb
- Ⓒ adjective

What word or phrase best defines **agile** in this sentence?

- Ⓓ clumsy
- Ⓔ easy-moving
- Ⓕ jump

2. I am intimidated by Mark's **candidness**. I wish he could be more diplomatic.

What part of speech is **candidness**?

- Ⓐ noun
- Ⓑ adverb
- Ⓒ adjective

Which word best defines **candidness**?

- Ⓓ honesty
- Ⓔ frank
- Ⓕ knowledge

3. The **embellishments** Ellie sewed onto her dress matched her personality: bright, fun, and quirky.

What part of speech is **embellishments**?

- Ⓐ noun
- Ⓑ verb
- Ⓒ adverb

Which word best defines **embellishments** in this sentence?

- Ⓓ decorate
- Ⓔ additions
- Ⓕ ornately

4. Matt **harnessed** his natural charm and talent for telling stories to land a job selling advertisements for the local newspaper.

What part of speech is **harnessed**?

- Ⓐ noun
- Ⓑ verb
- Ⓒ adjective

Which word or phrase best defines **harnessed** in this sentence?

- Ⓓ utilized
- Ⓔ usage
- Ⓕ curbing

5. Winning the class election was a **triumph** for Sophie, who was new to the school.

What part of speech is **triumph**?

- Ⓐ noun
- Ⓑ verb
- Ⓒ adjective

Which word or phrase best defines **triumph** in this sentence?

- Ⓓ victorious
- Ⓔ victory
- Ⓕ conquer

Article: "Teens Are Boss" • Issue: September 21, 2009

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What's the Big Idea?

Writing about the basic elements of a story can help you remember and understand it. One basic element of a story is its main idea. The main idea is the central thought or point of a passage, story, or paragraph. This main idea is supported by details.

Directions: Read "Teens Are Boss," and answer the questions below to explore the article's main idea. Then explore the main idea of another text you've read.

MAIN IDEA

The main idea of the article "Teens are Boss" is _____

Here are some details that support this main idea:

1. _____

2. _____

3. _____

Choose a book, novel, newspaper or magazine article, poem, or short story you've read recently. Write the title here: _____

The main idea of this text is: _____

Here are some details that support this main idea:

1. _____

2. _____

3. _____

Play: *Fame* • Issue: September 21, 2009

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Pennie for Your Thoughts!

Read about Collins Pennie, who plays Malik in the new movie *Fame*. Then answer the reading-comprehension questions at the end of the interview.

Q: *You spent much of your childhood in foster care. What kinds of challenges did you face?*

Collins: There are a lot of things you go through in foster care. You want to be at home with your family, so it's a struggle, because you're in another person's home. But I had a dream, and that kept me happy. It allowed me to focus on something else.

Q: *At what ages were you in foster care?*

Collins: From 11 to 15.

Q: *When did you know that performing would be a career for you?*

Collins: I knew I always wanted to perform. I knew I wanted to sing and dance. I sent out a demo to my first agency, and they asked me to read some lines. They said, "Read these lines and go to this audition." I almost got the job and that was when I was like, "Oh, I can do this too? I can be in movies, I can be in television?"

Q: *Now your family is solid, right?*

Collins: Yes, everyone is together. We worked everything out. My mom was a single parent, so it was rough on her raising me and my sister, but everything is good now.

Q: *What challenge, either personal or professional, are you the most proud of overcoming?*

Collins: My challenge personally would be performing arts. I didn't have much support being on my own at that early age, going after what I believed was right for me. It was very rough, but I never gave up on my dream. I'm very proud of that because look where I am today.

Q: *Do you have a personal motto that encapsulates who you are, what you are, and what you dream about?*

Collins: I don't have a motto, but I never give up. I believe in my work. I believe that it pays off. Stay focused and work hard.

Q: *Describe your character Malik. What is he like?*

Collins: Malik is a guy who comes from a background of struggle. He uses that struggle as motivation to push himself forward—to succeed. He basically wants a chance to get a better life, to show his mom a better life. He's a very determined guy, and he decides that he's going to audition for this performing-arts school. He faces a teacher named Dowd, played by Charles Dutton, who challenges him and makes him open up, because as artists, you have to be open. Malik

has a lot of walls up because of all the things he's been through. He doesn't want to be judged or hurt. Dowd challenges him, and Malik really opens up and finds his voice as an artist.

Q: *Did you have someone like Dowd—an adult mentor or teacher who helped you in your personal life?*

Collins: My mom. I saw how hard she worked. I saw how much she struggled, and she instilled in me the power of hard work.

Q: *Do you keep in touch with the members of the cast of *Fame*?*

Collins: Oh, of course. We're all close friends. We spent so much time together in rehearsals and filming the movie that we formed this close bond. A lot of times you do projects and you don't find the time to connect with your cast mates, but we've done that on this set and that really reflects on the movie.

Q: *Do you like to read?*

Collins: I have to read every day. I get so many scripts. I love to lose myself in a book.

Q: *What book do you recommend?*

Collins: *Everything Is Illuminated* by Jonathan Safran Foer.

Q: *Is there an artist or band that you would like to perform with?*

Collins: Kanye West. Maybe one day I can set that up!

Q: *What was your favorite subject in school?*

Collins: My favorite subject was history, because I got to dream and imagine what it was like back then, and now I'm an actor so it makes sense.

Q: *Is there a character you'd like to portray in a movie?*

Collins: I always said I wanted to be the first black James Bond. That's a good goal right? Maybe one day I can play Barack Obama.

Q: *Were you particularly involved in the election or excited about the election?*

Collins: It was one of the most exciting years of my life to see

something like that happen—and for my mom and people from my culture and family. It was such a huge historical moment. I was ecstatic and uplifted, and it showed me that anything is possible. That's my story too—against all odds and adversities, you can still come out on top.

Reading Comprehension

Directions: Answer the following questions about Collins Pennie.

- What struggle did Collins face as a teen?
 - living in foster care
 - trying to be a world-famous rock star
 - getting a part in *Fame*
- What is a central value in Collins's life?
 - loyalty
 - hard work
 - happiness
- Collins says that his dream helped him focus on something else when he was living in foster care. What was that dream?
 - succeeding in the performing arts
 - graduating from high school
 - seeing Barack Obama get elected
- Collins says that Malik has "a lot of walls up." What does he mean by "walls"?
 - the materials he used to build a set for the school play
 - the partitions in his apartment building
 - emotional barriers to keep other people from hurting him
- What does **ecstatic** mean?
 - lonely
 - overjoyed
 - glum
- How does Collins most relate to his character Malik?
 - They both faced major hardships in their personal lives but refused to let that keep them from their dreams.
 - They were both born in New York City and have little sisters.
 - They both want to be movie stars.

WRITE NOW!

A wall is a partition or barricade designed to keep things out. An emotional "wall" works the same way. On a separate piece of paper, think about what it means to have "walls" in your life. Why did Malik have walls? Do you have walls? If so, what kinds and why? How did Malik's walls get in the way of his talent? Can walls be useful? How do walls get in the way of meaningful relationships?