

Comic Strip: "Jane &amp; Austin's Literary Laughs" • Issue: October 19, 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 it 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: October 19, 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 vary the way I begin sentences? \_\_\_\_\_

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 check spelling? \_\_\_\_\_

Did I proofread for proper punctuation and grammar? \_\_\_\_\_

The SCOPE 100 • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# The SCOPE 100—Antonyms

**Directions:** Do you remember the meanings of the SCOPE 100 words you learned in this issue? Check your knowledge by choosing the correct antonym (opposite) for the words below. (The SCOPE 100 word *phenomenon* does not have an antonym, so it is not included below.)

**1. amalgam**

- Ⓐ combination
- Ⓑ separation
- Ⓒ mixture
- Ⓓ happiness

**2. cosmopolitan**

- Ⓐ worldly
- Ⓑ sophisticated
- Ⓒ insular
- Ⓓ dense

**3. duplicitous**

- Ⓐ trustworthy
- Ⓑ doubly
- Ⓒ disloyal
- Ⓓ extraordinary

**4. elicit**

- Ⓐ extract
- Ⓑ legalize
- Ⓒ showcase
- Ⓓ subdue

**5. mendacious**

- Ⓐ restorative
- Ⓑ misleading
- Ⓒ truthful
- Ⓓ jovial

**6. venerable**

- Ⓐ admired
- Ⓑ infamous
- Ⓒ thrifty
- Ⓓ tough

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

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
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4. \_\_\_\_\_  
 \_\_\_\_\_  
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5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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Article: "A Room With a View" • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Allusion Activity

The article "A Room with a View" in the Your World section is an allusion, or reference, to E.M. Forster's 1908 novel of the same name. An allusion is a reference to a well-known piece of literature, a person, a place, an event, or a work of art. If readers are familiar with the reference, then the allusion helps them understand exactly what the author means without a big explanation.

**Example:**

*Carlos used Herculean strength to lift the sofa off his cat's tail.*

The allusion is a reference to the Greek hero, Hercules, who was known for his great strength.

Picturing Hercules helps readers envision Carlos's strength.

**Directions:** Identify the allusion in each sentence below. Then explain the allusion's reference and meaning.

Sentence	Allusion	To whom or what it refers	Meaning
I am no cowardly lion, but that thunderstorm scared me!			
Ella looked as beautiful as Cinderella on her way to the ball.			
Joe is a good artist, but he is no Leonardo da Vinci.			
A true Scrooge, Mia spends not a penny on anyone.			
A regular Spider-Man, Mark scales the wall with ease.			
A modern-day Romeo and Juliet, Troy and Gabrielle would sacrifice anything for each other.			

Play: *William Wilson* • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Villain or Hero? Analyzing the Protagonist

A protagonist is the main character in a play or story. Sometimes the protagonist is a hero—a character who has courage and morality. But sometimes the protagonist is a villain—a character who is evil and wicked.

**Directions:** Use the graphic organizer to analyze the character William Wilson from the play in this issue of *Scope*. Then use your findings to identify William as a villain or a hero.

What does William DO? List specific actions and choices.

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**William  
Wilson**

What does William SAY? List a couple of examples.

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What do OTHERS say about William? Choose an example from the play.

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Is William Wilson a hero or a villain? Support your answer with evidence from the play.

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Article: "A Growing Trend" • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Critical Reading Quiz

**Directions:** Read each pair of sentences. Determine whether they have the same or different meanings and check the appropriate box.

		Same	Different
1	<ul style="list-style-type: none"> <li>• Growing gardens is becoming popular all across the country.</li> <li>• From city rooftops to the White House, gardens are sprouting up all over the U.S.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2	<ul style="list-style-type: none"> <li>• The D. Landreth Seed Co. in Philadelphia reported that its sales were up 75 percent.</li> <li>• The D. Landreth Seed Co. in Philadelphia reported that its sales have doubled.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3	<ul style="list-style-type: none"> <li>• Many families don't have access to fresh fruits and vegetables.</li> <li>• Getting fresh fruits and vegetables is not possible for many families.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
4	<ul style="list-style-type: none"> <li>• More than 1 million community gardens exist in the U.S.</li> <li>• There are almost 1 million community gardens in the U.S.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
5	<ul style="list-style-type: none"> <li>• Taking care of a local garden is a weekly activity for students in Zephyrhills, Florida.</li> <li>• Students in Zephyrhills, Florida, tend a local garden once a week.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
6	<ul style="list-style-type: none"> <li>• More than 20 million private and community gardens provide 40 percent of the produce consumed in America.</li> <li>• More than 20 million private and community gardens provide more than half of the produce consumed in America.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
7	<ul style="list-style-type: none"> <li>• Growing fruits and vegetables is just one of several benefits teen gardening programs offer.</li> <li>• Teen gardening programs provide more than just a chance to grow fruits and vegetables.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
8	<ul style="list-style-type: none"> <li>• "If it's fresh and grown locally, it's probably going to taste better."</li> <li>• Food grown near one's home will likely taste better.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
9	<ul style="list-style-type: none"> <li>• Hydroponic gardening is a soil-less planting technique.</li> <li>• Hydroponic gardening is a technique for growing plants without soil.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
10	<ul style="list-style-type: none"> <li>• This is the first time the government has encouraged Americans to grow their own food.</li> <li>• The government has encouraged Americans to grow their own food before.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

Article: "A Growing Trend" • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# "A Growing Trend" Quiz

**Directions:** Read the article "A Growing Trend," and answer these questions.

1. Why might people change their attitudes about the source of their food?
  - Ⓐ They see the rewards of growing their own fruits and vegetables.
  - Ⓑ They have space to raise livestock.
  - Ⓒ They don't like the grocery store.
  - Ⓓ They don't like eating out.
2. How many community gardens exist in the U.S.?
  - Ⓐ exactly 1 million
  - Ⓑ less than 1 million
  - Ⓒ more than 1 million
  - Ⓓ billions
3. Why is there a three-year wait for garden plots in Reston, Virginia?
  - Ⓐ Reston is not garden-friendly.
  - Ⓑ There are no markets in Reston.
  - Ⓒ There is high demand and limited space.
  - Ⓓ none of the above
4. Why did First Lady Michelle Obama plant a garden at the White House?
  - Ⓐ She loves vegetables.
  - Ⓑ Her daughters asked for one.
  - Ⓒ She can't get vegetables
5. According to the article, which of the following is NOT a reason that vegetable-seed sales are up?
  - Ⓐ Growing food saves money.
  - Ⓑ Michelle Obama plants food and others follow.
  - Ⓒ Eating food you grow can be healthier.
  - Ⓓ It's easier to garden than to shop.
6. According to the article, what is one way the First Lady is trying to combat childhood obesity?
  - Ⓐ giving lectures
  - Ⓑ growing an organic vegetable garden at the White House
  - Ⓒ banning sweets
  - Ⓓ all of the above
7. How is today's gardening boom similar to the boom during World War II?
  - Ⓐ The same veggies are being grown.
  - Ⓑ There are the same number of gardens.
  - Ⓒ Both helped support
8. How do teens benefit from community-garden programs?
  - Ⓐ They learn about themselves.
  - Ⓑ They learn about their communities.
  - Ⓒ They learn about job opportunities.
  - Ⓓ all of the above
9. If you were creating a garden program like Teens 4 Good or Green Teen, what would you name it and what would the program be like?
 

\_\_\_\_\_

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10. What influence do you think Michelle Obama's vegetable garden will have on the country?
 

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Section: Your World • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Your World Quiz

**Directions: Read the articles in the Your World section, and answer these questions.**

1. Which city can a visitor observe from the Willis Tower?  
 (A) New York  
 (B) Chicago  
 (C) Paris  
 (D) St. Louis
2. Who might not enjoy the all-glass observation areas attached to the Willis Tower?  
 (A) someone with a fear of dogs  
 (B) someone with a fear of spiders  
 (C) someone with a fear of heights  
 (D) someone with a fear of the dark
3. What organization is launching the National Day on Writing?  
 (A) National Council of Teachers of English  
 (B) National Council of Teachers of Math  
 (C) International Reading Association  
 (D) National Science Teachers Association
4. Which form of writing would not have been part of the National Gallery of Writing 20 years ago?  
 (A) letters  
 (B) g-chats  
 (C) notes  
 (D) diaries
5. What do Nick Jonas, Sugar Ray Leonard, and Mary Tyler Moore have in common?  
 (A) All are athletes.  
 (B) All are singers.  
 (C) All are actors.  
 (D) All have Type 1 diabetes.
6. What do you call Twitter posts?  
 (A) Tweets  
 (B) Twits  
 (C) Tweeties  
 (D) Posties
7. According to texting champ Kate Moore, what does it take to get really good at texting?  
 (A) Nothing specific. It just comes naturally.  
 (B) professional courses in texting  
 (C) practice  
 (D) using your pointer fingers
8. Why might someone want to go on a tour of places in which Charles Dickens lived?  
 \_\_\_\_\_  
 \_\_\_\_\_  
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9. According to the NCTE, Americans are writing more than ever before. Why do you think this is true?  
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10. What effect do you think celebrities like Nick Jonas have on raising awareness and researching cures for diseases such as diabetes?  
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Article: "Frightening Fiction" • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Witches and Goblins and Ghosts ... Oh My!

**Directions:** Brainstorm the sights, sounds, feels, tastes, and smells that make a story scary or suspenseful. For each sense below, list scary, creepy, or suspenseful words. We've started the chart for you.

## Horror/Suspense Genre Sense Chart

 <b>SIGHTS</b>	 <b>SOUNDS</b>	 <b>TOUCHES</b>	 <b>TASTES</b>	 <b>SMELLS</b>
<p>moving shadows</p>	<p>creaking floorboard</p>	<p>slimy worms</p>	<p>rotting fruit</p>	<p>musty air</p>

### WRITE NOW!

Create a setting for a scary Halloween story using your words from the sense chart above.

Comic Strip: "Jane & Austin's Literary Laughs" • Issue: October 19, 2009

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# Master Your Modifiers

A modifier adds more detail to a sentence and should always appear next to the word or phrase it modifies. If you misplace a modifier, it completely changes the meaning of the sentence.

**Example:**

**Incorrect:** *Carlos picked up the hamster wearing gloves.*

This is a misplaced modifier because Carlos was wearing gloves; the hamster wasn't.

**Correct:** *Wearing gloves, Carlos picked up the hamster.*

**Directions:** Each of the following sentences contains a misplaced modifier. Circle the misplaced modifier and rewrite the sentence correctly in the space provided. You may need to add words.

1. Maya heard the coyote howling in the distance while driving.

\_\_\_\_\_

2. This morning I saw a deer in the yard in my pajamas.

\_\_\_\_\_

3. You can hear the children with the dog laughing.

\_\_\_\_\_

4. The squirrel was hit by a car running across the road.

\_\_\_\_\_

5. They said that it's going to rain on the news.

\_\_\_\_\_

6. Kendra saw a cool sculpture at the gallery made of aluminum cans.

\_\_\_\_\_

7. I ate a hot bowl of oatmeal for breakfast.

\_\_\_\_\_

8. With training wheels on, Lucy rode her new bike.

\_\_\_\_\_

9. The host served dinner to his guests on plates.

\_\_\_\_\_

10. I saw a cow on the way to the mall.

\_\_\_\_\_

Article: "Taylor-Made Tales" • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Polish Your Possessives

A possessive word shows ownership. Possessives can be singular or plural. For example, if girl has a book, you could use a possessive and write *a girl's book*. To show that the word *girl's* is a singular possessive, place the apostrophe before the *s*. If more than one girl has a book, place the apostrophe after the *s*, as in *girls' books*. For plural possessives, place the apostrophe after the *s*.

## Examples:

Singular: *Ryan's song*

Plural not ending in "s": *children's lunches*

Plural ending in "s": *kids' lunches*

## ADD APOSTROPHES

Directions: Add the missing apostrophes to the sentences below. We did the first one for you.

1. Taylor's rise to fame began in 2006 with her debut triple-platinum album, *Taylor Swift*.
2. At this years Country Music Television Awards ceremony, Taylor won video of the year.
3. Taylor loved her parents bedtime stories.
4. A songs lyrics are its most important element, according to Taylor.
5. Her fans adoration must be very exciting for Taylor.

## MAKE POSSESSIVES

Directions: Rewrite each of the following sentences by making a noun possessive.

**Example:** *The new album belongs to Maria.*  
*Maria's album is new.*

1. In spite of the celebrity status of the country singer, Taylor insists she's the same girl she has always been.

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2. *Fearless* is a good title for the second album of the teen star.

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3. The fans of Taylor say she is easy to relate to.

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Article: "A Picture Is Worth a Thousand Words" • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading an Image

**Directions:** Select a photograph and study it. Then complete the chart below.

What I See	What I Think & Feel	What I Know	What I Interpret
<p>Describe exactly what you see, such as:</p> <ul style="list-style-type: none"> <li>• person or people (age, gender, culture)</li> <li>• nonverbal gestures, body language</li> <li>• background and setting</li> <li>• camera angle</li> <li>• clothing</li> </ul>	<ul style="list-style-type: none"> <li>• What may have happened before and after the photo was taken?</li> <li>• What is happening outside the frame?</li> <li>• What is missing?</li> <li>• If you were in the photo, what would you hear or smell?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you know about the photo, whether from personal experience, prior knowledge, or both?</li> <li>• How do you know it?</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a conclusion about the photo based on your analysis.</li> <li>• What does it mean?</li> <li>• What does it make you think about?</li> <li>• Does it remind you of anything?</li> </ul>

Article: "Blake's Work Burns Bright" • Issue: October 19, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Poem Analysis

"The Tiger" by British poet William Blake was published in 1794 as part of a collection of poems titled *Songs of Experience*. "The Tiger" is one of Blake's best-known and most-analyzed poems. Now it's your turn to analyze it. Read the poem below, and answer the questions that follow.

## The Tiger

*by William Blake*

- |   |  |
|---|--|
| <p>① Tiger! Tiger! burning bright<br/>In the forests of the night<br/>What immortal hand or eye<br/>Could frame thy fearful symmetry?</p> <p>② In what distant deeps or skies<br/>Burnt the fire of thine eyes?<br/>On what wings dare he aspire?<br/>What the hand dare seize the fire?</p> <p>③ And What shoulder, and what art,<br/>Could twist the sinews of thy heart?<br/>And when thy heart began to beat,<br/>What dread hand? and what dread feet?</p> | <p>④ What the hammer? what the chain?<br/>In what furnace was thy brain?<br/>What the anvil? what dread grasp<br/>Dare its deadly terrors clasp?</p> <p>⑤ When the stars threw down their spears,<br/>And watered heaven with their tears,<br/>Did he smile his work to see?<br/>Did he who made the lamb make thee?</p> <p>⑥ Tiger! Tiger! burning bright<br/>In the forests of the night,<br/>What immortal hand or eye<br/>Dare frame thy fearful symmetry?</p> |
|---|--|

## The Sounds of Poetry

- A quatrain is a four-line stanza. How many quatrains are in this poem? \_\_\_\_\_
- A couplet is a pair of rhyming lines. How many couplets are in each stanza? \_\_\_\_\_
- Describe the rhythm of the poem. How many syllables are in each line? What do you notice about the rhythm of the syllables? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Alliteration is the repetition of beginning sounds, like "Peter picked a pack of pickled peppers."  
Give two examples of alliteration in "The Tiger."  
\_\_\_\_\_  
\_\_\_\_\_

Explore Meaning

1. How does Blake want readers to feel about the tiger? What words elicit these feelings?

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2. In the first two stanzas, to what does Blake compare the tiger? (HINT: What “burns bright”?)

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3. What question or problem does Blake present to readers in this poem?

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4. The question in the final stanza repeats the first stanza, except for one word. What is the word? Why do you think Blake made this change?

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**YOU'RE THE POET**  
Write your own poem about an animal, using at least two quatrains.