Get Ready for an Incredible Year

Hello teachers!

I hope you had a spectacular and restorative summer break. It was certainly an incredible summer in our offices, spent creating new stories, meeting with teachers, dissecting ELA standards, and dreaming up new activities.

Now, with fall fast upon us, we are thrilled to present this show-stopping issue. I can’t wait for you and your students to dig in! Be sure to explore Scope Online as well. You’ll find some wonderful new offerings—from more audio, video, and differentiated activities to our dazzling new vocabulary slideshow.

From all of us at Scope—Adee, Albert, Allison, Anna, Christy, Jenny, Larry, Mackenzie, Paul, Rebecca, Sari, and Tash (and me, of course)—thank you for letting us be part of your classroom. It is an honor and a joy!

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P.S. Please email me ANYTIME with comments or questions, or just to say hi!

Find us online at scope.scholastic.com
## YOUR SEPTEMBER ISSUE AT A GLANCE

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* To find grade-level-specific Common Core standards as well as the Texas State Standards, go to Scope Online.
From Terror to Hope
One 12-year-old’s experience of September 11, 2001

Preview: On the 15th anniversary of September 11, 2001, we bring you the story of a girl who was in school just a few blocks from the World Trade Center when the planes hit. A personal essay about growing up Muslim in post 9/11 America follows the article.

Learning Objective: to explain how the article's title applies to both the article and the personal essay

Key Skills: author's craft, interpreting text, text structure, central ideas, synthesis, key ideas, inference

Step-by-Step Lesson Plan
Close Reading, Critical Thinking, Skill Building

1 Preparing to Read
Watch a video.
(15 minutes, activity sheet online)
Project or distribute the Video Discussion Questions. Show our “Behind the Scenes” video. Then answer the discussion questions.

Preview vocabulary.
(3 minutes, activity sheet online)
• Project or distribute the Vocabulary Words and Definitions for students to refer to as they read. Highlighted words: cacophony, convened, converged, hijacked, iconic, ideology, liaison, reeling, tenet, terrorism. Clarify that Islam is a religion and a Muslim is a person who practices Islam.

2 Reading the Article
(35 minutes, activity sheet online)
Read “From Terror to Hope” as a class, starting on page 5 with the “As You Read” box. Then discuss the following questions.

Close-Reading Questions
How does author Kristin Lewis develop the idea that the Twin Towers were special buildings? (author's craft) On page 6, Lewis writes, “Perhaps nothing symbolized the power and possibilities of New York City more than [the Twin Towers]. . . ” She notes that they were the tallest buildings in New York and describes them as “silver skyscrapers,” making them sound beautiful. On page 7, she writes that the towers were “iconic” and notes that they symbolized America’s economic power. On page 8, Lewis calls the towers “two of the most recognizable buildings in the world.”

On page 8, Lewis writes, “And sadly, the word terrorism is now part of our everyday vocabulary.” What does she mean? (interpreting text) Lewis means that the attacks started an era of terrorism in the West, and that since September 11, Americans have worried more about the threat of terrorist attacks on our home soil.
The title “From Terror to Hope” suggests a journey. What journeys does Lewis describe? (text structure, central ideas) Lewis describes the journeys of Helaina Hovitz and of New York City starting from the attacks of September 11 through the struggle to return to normalcy to today, when both have largely recovered. Lewis weaves Helaina’s personal story into the larger story of 9/11 to show how both Helaina and New York have journeyed from terror to hope.

In the remarks on page 9, President Obama gives examples of people who showed heroism on September 11 as well as those who have shown “a more quiet form of heroism” in the years since. What does he mean by “a more quiet form of heroism”? Has Helaina shown this kind of quiet heroism? (interpreting text, synthesis) President Obama means that showing resilience after a tragedy is a form of heroism, even if it doesn’t receive the same kind of attention as rescuing people from a burning building. Strength, courage, and perseverance are required to continue on after a devastating event. Helaina definitely shows the kind of quiet heroism to which Obama refers; she suffered from PTSD for years but worked hard to recover and is now a writer.

Reading the Pairing (15 minutes, activity sheets online)

• As a class, read RJ Khalaf’s personal essay and answer the following questions.

Close-Reading Questions

According to RJ Khalaf’s essay, how did the September 11 attacks affect Muslim Americans? (key ideas, inference) The attacks affected Muslim Americans the same way they affected all Americans: They caused sadness and fear. In addition, the attacks led to an increase in prejudice against Muslims.

According to Khalaf, what can all of us do to help eliminate prejudice? (key ideas) We can get to know people who are different from us.

Critical-Thinking Questions

(5 minutes, activity sheet online)

Consider the targets of the September 11 attacks: the Twin Towers, the Pentagon, and possibly the White House. Why might Al Qaeda have targeted these buildings in particular? All four buildings were symbolic of America’s power, success, and way of life. The terrorists probably wanted to target buildings that were both symbolic and familiar to make a statement and to make the attacks feel personal to many people.

How might Helaina’s news agency help people struggling to cope in the aftermath of a terrorist attack? Headlines for the Hopeful publishes articles about positive change. Reading such articles may remind people who are struggling to find hope after an act of terror that there is in fact much goodness in the world. The articles might even inspire people to take action, which could give them a sense of purpose and a positive focus.

Khalaf says he realized that a lot of people were not going to understand that the terrorists behind the 9/11 attacks were not like him. Why wouldn’t people understand this? That is, what do you think caused people to stereotype Muslims after the attacks? Fear, a lack of information (and the spread of misinformation), and a desire for someone to blame may all have contributed to the stereotyping Muslims have faced since September 11. The media, by continuing to portray Muslims in a negative light, is likely a factor too, as Khalaf points out.

Skill Building

Central Ideas and Details and Text Structure (15 minutes, activity sheets online)

Distribute the activity sheet Analyzing the Title: From Terror to Hope, which will prepare students to respond to the prompt on page 10.
Differentiation

For Struggling Readers

In a well-organized paragraph, describe how the title “From Terror to Hope” relates to the article. Use text evidence to support your answer.

For Advanced Readers

Discuss the effects of the terrorist attacks that occurred on September 11, 2001. Consider the effects on individuals, New York City, the United States, and the world. Support your ideas with details from “From Terror to Hope” and “Growing Up Muslim in Post 9/11 America.”

Complexity Factors

See how these texts will challenge your students.

Purpose: The story describes one girl’s experience of the 9/11 terrorist attacks, as well as the causes and effects of the attacks. It’s accompanied by a personal essay by a young Muslim man who grew up in the U.S. after 9/11.

Structure: The article weaves together narrative and informational passages and contains a large amount of descriptive language.

Language Conventionality and Clarity:

- Vocabulary: challenging academic and domain-specific words (cacophony, converged, iconic, ideology, terrorism)
- Figurative Language: metaphors, other figures of speech

Knowledge Demands: The text mentions several terrorist attacks and numerous locations (e.g., Cairo, Sudan, Tokyo).

Lexile: 1010L

Literature Connections

Texts that explore resilience:

- “If” by Rudyard Kipling (poem)
- A Long Walk to Water by Linda Sue Park (novel)
- Tasting the Sky: A Palestinian Childhood by Ibtisam Barakat (memoir)

ONLINE RESOURCES

AUDIO: Hear the article and the essay read aloud.
VIDEO: “Behind the Scenes”

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Video Discussion Questions*
- Analyzing the Title: From Terror to Hope*
- Contest Entry Form
- Core Skills:
  - Central Ideas and Details (two levels)*
  - Summarizing (two levels)
  - Tone (two levels)
  - Text Structure
*Supports the lesson plan
Follow the Water
The first teenager on Mars is not having a good time

Preview: Georgie, 15, lives on Mars with her parents. Now she must decide how much she is willing to risk to see her ailing grandmother back on Earth. We’ve paired this beautiful story with an informational text about the possibility of colonizing Mars.

Learning Objective: to analyze an author’s incorporation of fact into a science-fiction story

Key Skills: inference, character, figurative language, text features, synthesis

Step-by-Step Lesson Plan
Close Reading, Critical Thinking, Skill Building

1 Preparing to Read
(5 minutes)
• Give students a few minutes to look over the story and the Close-Reading Questions in the margins.
• Read aloud the “As You Read” box on page 12.

2 Reading and Discussing
“Follow the Water”
(35 minutes)
• Read the story once through as a class.
DIFFERENTIATION: Students who need extra support should listen to the audio before class.
• Break students into groups to read the story again, pausing to discuss the close-reading questions. Have students write their answers in the margins.

Answers to Close-Reading Questions
1. Inference (p. 13) The first section reveals that Georgie is unhappy about living on Mars. After having a dream in which she floats in water with her grandma on Earth, Georgie wakes up to the “stale, musty air” of Mars, where a doctor is poking her with needles. Georgie describes Earth as a comfortable place full of love and Mars as exactly the opposite. She also names several aspects of life on Mars that she dislikes.

2. Inference (p. 13) Georgie may have been interested in how people once imagined life on Mars.

3. Inference (p. 13) She is likely referring to problems we face today—climate change, pollution, etc.—which may have worsened in Georgie’s time.

4. Character (p. 15) Georgie spent many summers at her grandma’s house on the beach, so Georgie’s memories of Nana often involve the ocean. Plus, as Georgie mentions, Nana was an Olympic swimmer. Also, there is a lack of water on Mars—and Georgie longs for water. It seems that she has combined in her mind the two things that she so badly misses.

5. Inference (p. 15) It suggests that Georgie doesn’t think her parents believe in her. Earlier, Georgie
notes that she can tell Nana things she feels she can’t tell her parents. She also says that while she knows her parents love her, they sometimes treat her like “an experiment that slipped their minds.” When Georgie asks how she’s ever going to leave Mars, her dad responds, “Why would you want to leave?” All of this shows that Georgie and her parents do not understand each other.

6. Character (p. 15) Buddy does not really think Georgie is a brat. He calls her that with affection, as an older brother might. His affection is clear from the way he wishes her a happy birthday, asks her how she is, and urges her to talk to a doctor about returning to Earth.

7. Inference (p. 17) Georgie sees her scientist father as unemotional and highly rational. When he talks about his mother’s cancer diagnosis, he tells Georgie, “Statistically, there’s only a 5 percent chance that Nana would survive longer than [five months].” This is the kind of data-driven response Georgie expects from her dad. So when he speaks of hope in the face of uncertainty, Georgie is surprised.

8. Figurative Language (p. 17) Georgie means that she is suddenly aware of what she is about to leave (her parents) and risk (losing her ability to walk).

9. Inference (p. 17) Georgie is referring to her parents’ discovery of water on Mars.

10. Text Feature (p. 17) The title refers to Georgie’s parents’ search for water on Mars as well as to Georgie’s decision to return to Earth, where there is water and where her grandma is.

Still in their groups, have students discuss the following critical-thinking questions about the story.

Critical-Thinking Questions
(5 minutes, activity sheet online)
Does Buddy do the right thing by helping Georgie stow away on the shuttle to Earth? Students who answer no may say that Buddy helps Georgie do something very dangerous and that he should have told her parents about her plan. Those who answer yes may argue that Georgie is old enough to decide where she wants to live and what risks she wants to take.

ESSENTIAL QUESTIONS
What role does hope play in our lives?
What is it like to be a pioneer?
Should humans colonize other planets?

What role does hope play in this story? Hope motivates everything that happens in the story. Humans colonize Mars because they hope to keep the human race going; Georgie’s parents continue to search for water because they have hope of finding it; Georgie takes the great risk of returning to Earth because she has hope that she will not lose her ability to walk and because she has hope that her grandma will still be alive when Georgie arrives.

3 Reading and Discussing
“What Would It Take to Live Here?”
(25 minutes)

• Project the Vocabulary Slideshow, which ends with an activity that students can complete as a class.
• Read “What Would It Take to Live Here?” as a class. After each of the six challenges, ask, “Does this remind you of something in the story about Georgie?”
• Print or project the Close-Reading and Critical-Thinking Questions. Have students discuss the questions in groups.

4 Skill Building
Featured Skill: Synthesis
(15 minutes, activity sheet online)
Distribute the activity sheet Synthesis: Science in Science Fiction. It will prepare students for the writing prompt on page 19.

NARRATIVE WRITING TASK: Have students write a sequel that explores what happens to Georgie after she leaves Mars. Students should maintain the voice and style of “Follow the Water.”
Differentiation

For Struggling Readers
Choose two of the challenges of colonizing Mars described in “What Would It Take to Live Here?” Explain how they are addressed in “Follow the Water.”

For Advanced Readers
Consider the challenges of colonizing Mars that scientists currently face. In “Follow the Water,” which of these challenges have been solved, and how? What challenges remain? Include details from both “Follow the Water” and “What Would It Take to Live Here?” in your answer.

Complexity Factors
See how these texts will challenge your students.

Levels of Meaning/Purpose: “Follow the Water” is about colonizing Mars but also about having the courage to hope and take a chance. The informational text describes the obstacles that will have to be overcome before Mars can be colonized.

Structure: The story is mainly chronological and is written in the first person and in the present tense. The informational text presents chunks of information linked by a common theme.

Language Conventionality and Clarity:
• Vocabulary: higher academic and domain-specific vocabulary (density, hospitable, barren, magnetic field)
• Figurative Language: irony, similes, metaphors, rhetorical questions

Knowledge Demands: The texts refer to geology, the Holden Crater, cancer, bone density, and lymph nodes.

Lexile: 700 (story); 960L (informational text)

Literature Connections
Other texts about pioneers and explorers:
• Ice Story: Shackleton’s Lost Expedition by Elizabeth Cody Kimmel
• Sacajawea by Joseph Bruchac
• Welcome to Mars: Making a Home on the Red Planet by Buzz Aldrin and Marianne J. Dyson

ONLINE RESOURCES

AUDIO: Hear the fiction and the informational text read aloud.

ACTIVITIES TO PRINT OR PROJECT:
• Close-Reading and Critical-Thinking Questions*
• Synthesis: Science in Science Fiction*
• Vocabulary Slideshow*
• Literary Elements (two levels)
• Quiz (two levels)
• DIY Vocabulary
• Contest Entry Form
• Core Skill: Making Inferences

*Supports the lesson plan

scope.scholastic.com
The Tell-Tale Heart
Based on Poe’s famous tale of murder and madness

Preview: This play is as suspenseful and creepy as the classic Edgar Allan Poe story on which it is based. From an unreliable narrator to unseen ravens, the play is rich with elements that will intrigue readers and invite deep discussion.

Learning Objective: to explore how the author creates a suspenseful mood

Key Skills: mood, author’s craft, character, inference, figurative language, character motivation

Step-by-Step Lesson Plan
Text Marking, Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Watch a video. (15 minutes)
Show our “What’s the Mood?” video. Optional: Pass out our Mood Words handout, which includes a bank of words to help students identify mood in any text.

Explore suspense. (5 minutes)
Write “What is suspense?” on the board. Brainstorm the answer as a class; make sure students understand that suspense is a feeling of nervousness or excitement caused by wondering what will happen. Ask students to share examples of real-life situations that might be suspenseful (such as watching the final 10 seconds of a close basketball game) as well as examples of suspense from their favorite books, movies, and TV shows.

Read the caption. (3 minutes)
Turn to page 22 and read the caption “Why do we love scary stuff?” to the class. Discuss the role that suspense plays in scary stories. What do people enjoy about suspenseful situations? How does suspense relate to fear? Students may say that suspense comes from not knowing something, and that the unknown can be much scarier than any ghost or zombie.

Preview vocabulary. (5 minutes)
Distribute or project the Vocabulary Words and Definitions for students to refer to as they read. Highlighted words: agape, blathered, dissemble, keen, mortal, stifled, vexed. Tell students to add any other unfamiliar words to the vocabulary list. Assign the vocabulary activity as homework.

2 Reading the Play

(30 minutes, activity sheets online)
• Read aloud the “As You Read” box on page 21.
• Assign parts and read the play aloud as a class.
• Have students discuss the following in groups.

Close-Reading Questions
Describe the mood of the prologue. Which words and phrases create that mood? (mood, author’s craft) Answers will vary. The mood is spooky. Phrases
that help create that mood include “long shadows,” “bloodcurdling tales,” and “murder and morgues.”

Based on his description of the Old Man in Scene 1, what can you tell about the Villain’s state of mind? (character, inference) The Villain says that the Old Man “had never done me harm.” Yet he describes the Old Man’s eye as “evil” and sees this as a legitimate reason to kill him, which is not rational.

Reread the beginning of Scene 2, up to when the Villain says, “On the eighth night—.” What feeling do these lines create? (mood) The lines show the Villain waiting for the moment when he can kill the Old Man. They create a tense, suspenseful mood; the reader is also waiting for the attack.

Later in Scene 2, the Villain says that looking at the Old Man’s eye “chilled the very marrow in my bones.” What does this expression mean? (figurative language) The sight of the eye gave the Villain a feeling of disgust and horror. He refers to the marrow in his bones to show how deep the feeling went.

In Scenes 3 and 4, the police officers always speak in the same order. Why might the author have written their lines this way? (author’s craft) For the reader, the police officers’ lines add an element of humor to the play and create a sense of rhythm. For the Villain, their statements seem mocking. Their strange dialogue also slows the action down and adds a dreamlike quality to the text.

At the end of Scene 4, why does the Villain confess? (character motivation) The Villain confesses because he believes that the officers know what he has done and are taunting him by talking about trite subjects like tea and the countryside. You can infer that the Villain’s guilt and anxiety become increasingly intense, and that he feels he must confess in order to relieve these feelings, much as he killed the Old Man to relieve his feeling of loathing for the eye.

Critical-Thinking Questions

In the prologue, the Villain states that he is not mad and that he will prove it to you. By the end of the play, does he succeed in proving his point? No; the more the Villain describes the events of the story, the more irrational he appears. He believes that it’s logical to kill the Old Man because he dislikes the Old Man’s eye. He seems relieved and relaxed right after committing the murder. But then he thinks he hears the dead man’s heart beating. He interprets the police officers’ chatter as a sign that they know about his crime. By the end of the play, the Villain is pacing and clutching his head, and seeming quite mad.

The ravens are not part of Poe’s original story. How do they contribute to the mood and to our understanding of the story? The ravens add an eerie quality, partly because ravens are often associated with death. The ravens also offer the reader a clue about the Villain’s state of mind: He appears to be the only character who is aware of the ravens. Clearly, his reality is different from that of the other characters. The ravens also emphasize the Villain’s emotions by repeating his statements. (In addition, the ravens are an allusion to Poe’s famous poem “The Raven.”)

3 Skill Building: Mood

(15 minutes, activity sheet online)

Break students into groups to complete the Mood Core Skill Activity (available in two levels). This activity will prepare them to respond to the writing prompt on page 23.
Differentiation

For Struggling Readers
Choose one scene. In a well-organized paragraph, discuss the author’s use of suspense in that scene. Give examples from the text.

For Advanced Readers
One word that describes the mood of the play is suspenseful. Think of another word that describes the mood and explain how the author creates that mood.

Complexity Factors
See how this text will challenge your students.

Levels of Meaning/Purpose: This classic story examines the distinction between rational and irrational thought.

Structure: The play is chronological but has a past-tense introduction that refers to Poe. The main character alternates between addressing the audience/reader and addressing the other characters.

Language Conventionality and Clarity:
• Vocabulary: high academic words (vexed, stifled, dissemble)
• Figurative Language: alliteration, rhetorical questions, irony, figures of speech, archaic constructions

Knowledge Demands: Some prior experience with unreliable narrators may be helpful.

Literature Connections
Other texts that make use of suspense:
• The Hunger Games by Suzanne Collins (novel)
• “The Monkey’s Paw” by W.W. Jacobs (short story)
• “The Monsters Are Due on Maple Street” by Rod Serling (The Twilight Zone teleplay)

ONLINE RESOURCES

VIDEO: “What’s the Mood?”
AUDIO: Dramatic reading of the original story

ACTIVITIES TO PRINT OR PROJECT:
• Close-Reading and Critical-Thinking Questions*
• Vocabulary*
• Literary Elements (two levels)
• Mood Words
• Quiz (two levels)
• Core Skill: Mood (two levels)
• Contest Entry Form
*Supports the lesson plan

scope.scholastic.com
Two fascinating nonfiction texts explore how manners have changed over time and what role technology has played in their evolution.

Learning Objective: to apply information from two nonfiction texts about manners

Key Skills: literary devices, tone, central ideas and supporting details, text structure, text features

Step-by-Step Lesson Plan
Close Reading, Critical Thinking, Skill Building

1 Preparing to Read
Preview vocabulary.
(3 minutes, activity sheet online)

Distribute or project our Vocabulary Definitions for students to refer to while they read. Highlighted words: conduct, conscientious, considerate, etiquette, incentive, oblivious, refraining, uncivil. You may assign the vocabulary activity that follows as homework.

2 Reading and Discussing
(45 minutes, activity sheets online)

• Read “Is Anything Wrong With This Picture?” as a class. Then ask students to read aloud the timeline on pages 25-26. As they are reading, students should write down what they find most surprising or interesting about manners. Invite students to share their thoughts with the class. Then discuss the following close-reading questions.

Close-Reading Questions.

Hyperbole is a literary device in which an author uses exaggeration to add emphasis or create some sort of effect. Where in the introduction do the writers use hyperbole? What does this hyperbole add to the article? (literary devices, tone) The statement that our country is “on the brink of disaster” is an exaggeration that hooks the reader’s attention and interest. The suggestion that the television show Keeping Up With the Kardashians is a “disaster” is also hyperbole, which clues the reader in to the fact that the authors are being playful.

According to the article, why do we need manners? (central ideas) According to the article, manners give us ways to behave that make those around us feel comfortable and respected. These guidelines are meant to keep our interactions with each other positive and enjoyable, which helps us function peacefully as a society.

TIP!
Challenge students to use their new vocab during class discussions.
A central idea of the section “Phones in the Bathroom” is that our phones have made us inconsiderate. Find two details that support this idea. (central ideas and supporting details) Two supporting details include that people leave in their earbuds when checking out at a store and post unflattering photos of friends on Instagram.

What is the purpose of the section “Who Cares?” (text structure) The purpose of the section is to present another point of view about manners. The authors explain that manners may not be as important now as they were in the past and suggest that there are more serious issues, such as war and poverty. The section also includes several rhetorical questions that invite the reader to reflect on the value of manners today.

How does the timeline on pages 25-26 add to the reader’s understanding of the article? (text features) The timeline gives additional information about how manners have evolved over time and adds the idea that what is considered polite varies from place to place.

- Read “How the Telephone Made America Rude” as a class. Then discuss the following questions, which draw on both texts.

**Critical-Thinking Questions**

- Look at the timeline on pages 25-26. Do any of the etiquette rules still apply? Should we bring any of them back? Answers will vary.

- How have manners changed over time? How have they stayed the same? The purpose of manners—to make the world a more peaceful and pleasant place—has remained the same over time. However, what exactly is considered good manners has changed. Manners have shifted with changes in our society. For example, we no longer use horses for transportation, so the rule to not ride a horse indoors is no longer relevant. A rule about what type of photo is appropriate to post on Instagram, however, is.

- How can our digital devices affect the way we treat each other? Answers will vary. Our digital devices can make us less considerate. If we are always looking at our screens, we are less aware of our surroundings. As Kristin Lewis and Lauren Tarshis explain, this lack of awareness can result in rude behavior—even if it is not intentional—such as having a loud phone conversation in a quiet coffee shop. This lack of awareness can also lead to physical harm, like when someone is texting and distractedly steps into the street in front of a car or cyclist.

- Do manners still matter? Support your ideas with details from the text. Answers will vary. Some students will say that yes, manners still matter, because we need them now for the same reasons we always have. To live alongside each other peacefully, we still need to treat each other with respect and consideration, and manners help us do that. Students may also argue that no, manners don’t matter, because our society has completely changed. The rules of etiquette we used to follow don’t apply to our more casual and technologically advanced society. We also have more important things to worry about than being polite.

**Skill Focus: Synthesis**

**(15 minutes, activity sheet online)**

Distribute our Creating a Phone Manners Guide activity for students to complete independently. It will prepare them to respond to the writing prompt on page 27.
Differentiation

For Struggling Readers

How have manners changed over time? How have they stayed the same? Answer both questions in two well-organized paragraphs. Use details from “Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude” to support your ideas.

For Advanced Readers

In a short essay, explain the role that technology has played in changing society’s ideas about manners. Use details from “Is Anything Wrong With This Picture?” and “How the Telephone Made America Rude” to support your ideas. You may also incorporate information from your own research.

Go to Scope Online to see the complexity factors for these texts, including the Lexile score, as well as the support materials.