## YOUR FEBRUARY ISSUE AT A GLANCE

<table>
<thead>
<tr>
<th>ARTICLE</th>
<th>SUMMARY</th>
<th>PRIMARY SKILL(S)</th>
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| **Grammar, pp. 2-3**  
“Grammar Rolls Out the Red Carpet” | Students practice using *who* and *whom* while reading about the fascinating history of the red carpet. | • Conventions of standard English |
| **Narrative Nonfiction, pp. 4-9**  
“Mountain of Fire” | This gripping nonfiction feature describes the harrowing experience of a family camping near Mount St. Helens when it erupted in 1980. After reading, students will synthesize information from the article and an editorial about the power of natural disaster stories. | • **Featured Skill**: Connecting texts  
• Supporting details  
• Figurative language  
• Key ideas |
| **Paired Texts, pp. 10-15**  
“The Story of Awwwwwww” and “Would You Replace Your Dog With That?” | Two nonfiction texts explore our relationship with pets. The first tells the fascinating story of how the hamster became a beloved American pet. The second explores whether robots are a good alternative to pets. | • **Featured Skill**: Synthesizing  
• Key ideas and details  
• Tone  
• Text structure  
• Summarizing |
| **Drama, pp. 16-21**  
*Hold Fast to Dreams* | Celebrate the life and work of writer Langston Hughes with this dramatization of his early years. Students will be inspired by his grit as he struggles with loneliness, poverty, discouragement, and discrimination—and achieves his dreams. | • **Featured Skill**: Text structure and character  
• Figurative language  
• Key ideas  
• Text features  
• Inference |
| **Debate, pp. 22-24**  
“Would You Eat This?” | Experts are saying that insects are the food of the future. Does that mean that one day we’ll be eating bugs for dinner? Students consider the pros and cons and form an opinion. | • Supporting an argument  
• Central ideas and details |
| **Fiction, pp. 25-29**  
“Lost and Found” | A brother and sister find treasure from an ancient shipwreck. The laws say it’s not theirs to keep—but would anyone know if they did? This poignant story about loss and recovery is paired with an article about the real shipwreck that inspired it. | • **Featured Skill**: Supporting a conclusion  
• Inference  
• Text structure  
• Character  
• Interpreting text |
| **The Lazy Editor, pp. 30-31**  
“How to Scratch Your Nose in Space” | Students correct grammatical errors and revise sloppy writing in a short nonfiction article about spacewalks and the ingenious spacesuit. | • Conventions of standard English  
• Revision |
| **You Write It, p. 32**  
“Gaming for Change” | Students turn our interview with 13-year-old Maddie Messer, who fought for free female avatars in smartphone games, into an article. | • Summarizing  
• Central ideas and details |
### ONLINE RESOURCES (scope.scholastic.com)

- **Audio:** Hear the article read aloud
- **Video:** Behind the Scenes
- **Video:** The Story of Mount St. Helens
- **Video:** Close-Reading & Critical-Thinking Questions
- **Video:** Read, Think, Explain (two levels)
- **Video:** Vocabulary: Definitions & Practice
- **Audio:** Hear the articles read aloud
- **Audio:** Synthesizing
- **Video:** Time Machine
- **Video:** Holding Fast to Dreams
- **Video:** Close-Reading & Critical-Thinking Questions
- **Video:** Vocabulary: Definitions & Practice
- **Essay Kit**
- **Quiz (two levels)**
- **Contest Entry Form**
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### COMMON CORE ELA ANCHOR STANDARDS*

- **L.3**
- **R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, SL.2, L.4, R.5, L.6**
- **R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, SL.2, L.4, L.6**
- **R.1, R.2, R.3, R.4, R.5, W.2, SL.1, SL.2, L.4, L.6**
- **R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.1, L.2, L.3**
- **R.1, R.3, R.4, R.9, W.2, W.9, SL.1, L.4, L.6**
- **L.1, L.2, L.3**
- **R.1, W.2**

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* To find grade-level-specific Common Core standards as well as the Texas State Standards, go to Scope Online.