

# SCHOLASTIC Magazines+



**Grades 7–10**

Reading level: Grades 6–8

## Engage Your Students with Unforgettable Stories

Build strong readers, writers, and thinkers with the multigenre magazine Scope, created just for middle school. Our stories grow vocabulary and knowledge and—most of all—open doors of curiosity.

Nonfiction

**NARRATIVE NONFICTION**  
 nonfiction that uses literary techniques

## ESCAPE FROM DARKNESS

The incredible true story of how one small country came together to save thousands of its Jewish citizens during World War II

BY ALLISON FRIEDMAN | ART BY RANDY POLLAK

**T**hirteen-year-old Leo Goldberger and his family crouched in a cluster of bushes on the beach. It was a bitterly cold night, and they shivered in the damp chill. But no one complained. The Goldbergers dared not make a sound as they stared out at the dark water, waiting for the signal.

It was October 2, 1943, and the Goldbergers were fleeing Denmark, a country in northern Europe. Leo ached at the thought of leaving behind his friends, his school, his family's cozy apartment. But Denmark had become a dangerous place for Jewish

people like him and his family. And now Leo, his parents, and his three brothers were waiting for a boat that would smuggle them to nearby Sweden, where they would be safer.

As the minutes ticked by, Leo's heart filled with almost unbearable fear. What if they got caught? They would be arrested—maybe even killed. Or what if the boat sank in the rough waves? What if the boat never came at all?

But beneath Leo's fear, another feeling was growing: anger. Powerful, searing-hot anger.

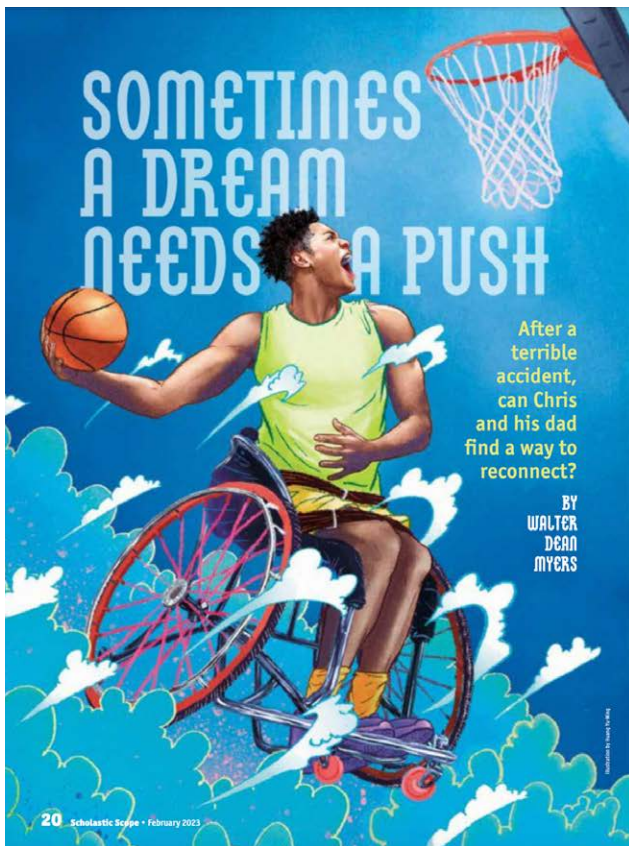
*What have we ever done to be in hiding, to be escaping like criminals?* he thought.

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# SOMETIMES A DREAM NEEDS A PUSH



After a terrible accident, can Chris and his dad find a way to reconnect?

BY WALTER DEAN MYERS

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**As You Read** Think about how you would describe Chris's dad.

You might have heard of my dad, Jim Blair. He's six five and played a year of good basketball in the pros before tearing his knee up in his second year. The knee took forever to heal and was never quite the same again. Still, he played pro ball in Europe for five years before giving it up and becoming an executive at a tech company.

Dad loved basketball and hoped that one day I would play the game. He taught me a lot, and I was pretty good until the accident. It was raining and we were on the highway, approaching the turnoff toward our house in Hartsdale, when a truck skidded across the road and hit our rear bumper. Our little car spun off the road, squealing as Dad tried to bring it under control. But he couldn't avoid the light pole. I remember seeing the broken windows, hearing Mom yelling, amazingly bright lights flashing crazily in front of me. Then everything was suddenly dark. The next thing I remember is waking up in the hospital. There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again.

I didn't like the idea, but Mom and I learned to live with it. Dad took it hard, real hard. He was never much of a talker, Mom said, but he talked even less after I was hurt.

"Sometimes I think he blames himself," Mom said. "Whenever he sees you in the wheelchair, he wants to put it out of his mind."

I hadn't thought about that when Mr. Evans, an elder in our

church, asked me if I wanted to join a wheelchair basketball team he was starting.

"We won't have the experience of the other teams in the league," he said. "But it'll be fun."

When I told Mom, she was all for it, but Dad just looked at me and mumbled something under his breath. He does that sometimes. Mom said that he's chewing up his words to see how they taste before he lets them out.

Our van is equipped with safety harnesses for my chair, and we drove it to see a game between Madison and Rosedale. It was awesome to see guys my age zipping around in their chairs playing ball. I liked the chairs too. They were specially built with rear stabilizing wheels and side wheels that slanted in. Very cool.

I couldn't wait to start practicing. At the game, Mom sat next to me, but Dad went and sat next to the concession stand. I saw him reading a newspaper and only looking up at the game once in a while.

"Jim, have you actually seen wheelchair games before?" Mom asked on the way home.

## Fiction

**Directions:** Read the story through one time. Then read it again, answering the questions in the margins as you go.

**1** How does Dad handle Chris's injury compared with how Chris and Mom handle it?



**2** What does Mom mean when she says Dad chews up his words to see how they taste?



# STRANDED IN SPACE

THE STORY OF APOLLO 13

Three astronauts are stuck nearly 250,000 miles from Earth. Can they make it home before it's too late?

BY SPENCER KAYDEN

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## Drama

### CHARACTERS

Choose the character you will play. \*Characters with a large speaking part.

\*Stage Directors 1, 2, 3  
(SD1, SD2, SD3)  
SFX, sound effects  
\*Mission Control (MC)  
\*Jim Lovell, astronaut  
Jack Swigert, astronaut

Fred Haise, astronaut  
\*Reporters 1, 2, 3  
\*Frances "Poppy" Northcutt, an engineer at NASA  
Announcer  
Crowd to be read by a group

\*Gene Kranz, NASA Flight Director  
Engineers 1, 2, 3, 4  
Technician  
Marilyn Lovell, Jim Lovell's wife  
Susan Lovell, Marilyn and Jim's 12-year-old daughter

**As You Read** How did the crew of Apollo 13 handle the challenges they faced?

### SCENE 1

MONDAY, APRIL 13, 1970

SD1: Three astronauts sit inside a small spacecraft.

SD2: They face a control panel covered in hundreds of switches and knobs.

SD3: A voice comes over the radio.

Mission Control: Apollo 13, this is Houston. You are on schedule to land on the moon tomorrow.

Jim Lovell: We're looking forward to that, Houston.

MC: It's time for some routine procedures. We'd like you to stir your oxygen tanks.

Jack Swigert: OK. Stand by.

SD1: Swigert flips a switch. Seconds later...

SFX: BOOM!

SD2: The spacecraft shudders and lurches.

Lovell (calmly): Houston, we've had a problem.

MC: Stand by, Apollo 13. We're looking at it.

Fred Haise: We've had a pretty loud bang.

SD3: Lights flash. Alarms sound.

SFX: BEEP. BEEP. BEEP.

Haise: Fuel levels are dropping.

SD1: Out the window, Lovell sees a thin white cloud.

Lovell: Houston, we are venting some kind of gas.

MC: Copy that. How is the oxygen?

Haise: Tank 1 is at 50 percent and dropping. Tank 2 is at zero.

MC: It looks like you are also losing power.

Swigert: Fuel cell 3 is empty. The other two are falling fast.

Haise: I guess that's it for our mission to the moon.

Lovell: We have a new mission now: getting back to Earth.

### SCENE 2

TWO DAYS EARLIER • SATURDAY, APRIL 11

SD2: A towering rocket sits on a launchpad.

SD3: In a nearby stadium, a crowd has gathered to watch the launch. Music plays and reporters speak to cameras.

Reporter 1: We are coming to you live from Florida, just a short distance from NASA's Kennedy Space Center.

Reporter 2: In a few minutes, Apollo 13 will be blasting off for the moon.

Reporter 1: It's been just nine months since Apollo 11,

when astronauts first walked on the moon and five months since the Apollo 12 moon landing.

Reporter 2: With us this afternoon is Marilyn Lovell, wife of Apollo 13's commander, Jim Lovell. Mrs. Lovell, how are you feeling?

Marilyn Lovell: I couldn't be happier. Jim has worked very hard, and I'm excited for him to set foot on the moon.



Left to right: Jack Swigert, Jim Lovell, and Fred Haise

## Turn Amazing Stories into Extraordinary Lessons

It's already done for you! Our flexible teaching kits come with every story and are easy-to-use. Check out our comprehensive suite of multimedia teaching tools that elevate instruction.

### Read Fascinating Stories

Share stories on multiple Lexile levels. Listen to authors read their stories aloud.



### Behind the Scenes Videos

Authors show how they researched, wrote, and revised their articles.





# Vocabulary Slideshows and Activities

Student-friendly definitions and audio-visual support build vocabulary.



Name: \_\_\_\_\_

Go to Scope  
Online to listen to  
the words and  
definitions read  
aloud.

## Vocabulary "Escape From Darkness"

- atroc**ity (uh-TRAU-suh-tee) *noun*; An atrocity is a shockingly bad or horrific act or situation.
- de**port (dih-PORT) *verb*; Deport means "to forcibly send a person away to another country."
- em**pire (EM-peye-uh) *noun*; An empire is a large and powerful group of territories or countries that is controlled by one ruler or government. Empires typically have strong militaries and seek to keep growing. An empire grows by conquering or colonizing other places.  
  
In the ancient world, the Roman Empire spanned three continents and had a population of at least 65 million.
- mar** (mahr) *verb*; To mar is to stain, damage, or spoil, as in "When Sandy missed school, she marred her otherwise perfect attendance record" or "By the end of the day, sweat and grime marred my new shirt."
- oc**cupier (AH-kyoo-peye-er) *noun*; As it is used in the article, occupier means "a hostile military force from one nation that has taken control of another nation, area, or territory."
- ram**pant (RAM-puhnt) *adjective*; If something is rampant, it's everywhere—and spreading uncontrollably. If a rumor is rampant, that rumor has spread to many people.

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## Skill-Building Activities

Practice key ELA skills with differentiated activities.

Name: \_\_\_\_\_

### Featured Skill: Key Ideas and Details

**Directions:** Read "Escape From Darkness." Then use this planner to help you respond to the prompt that appears at the end of the article.

#### The prompt at the end of the article says:

The Holocaust was a time of great horror and tragedy. Yet there were also acts of courage and hope. Explain how the rescue of Jewish Danes was an act of courage and hope.

#### BRAINSTORMING/PREWRITING

- In your own words, what is **courage**?
- In your own words, what is **hope**?
- Reread the section "Their Only Hope." What was the first way that non-Jewish Danes helped protect Jewish Danes?

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## CHOICE BOARD "ESCAPE FROM DARKNESS"

The Holocaust was a time of great horror and tragedy. Yet there were also acts of courage and hope. Explain how the rescue of Jewish Danes was an act of courage and hope.

*Note: This is the contest prompt that appears at the end of the article.*

Write a letter to Leo Goldberger explaining what you learned in the article.

Imagine that a new exhibit about Denmark during World War II is opening and you've been hired to give a speech at a special opening ceremony. Your speech should focus on the incredible boat rescues, like the one that saved Leo and his family. Record yourself giving your speech.

Write a journal entry reflecting on reading the article. Here are some questions you might want to explore in your reflection: What did you learn? What was most powerful? What was difficult?

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## Get Time-Saving Teacher Support

Lesson plans come with everything you need in one place:  
a recommended recipe for teaching a story, correlations, learning  
objectives, discussion questions, and more!

LESSON  
2

Narrative Nonfiction, pages 4-10

FEATURED SKILL:  
key ideas and details (R.2)

### Escape From Darkness

The incredible story of how one small country saved  
thousands of its Jewish citizens during World War II

#### About the Story

**Lexile® Measure 990L**  
For qualitative complexity factors,  
go to Scope Online.

**Learning Objective:** to  
identify key ideas and details in a  
narrative nonfiction article

**Featured Skill:** key ideas and  
details

**Additional skills covered in  
this lesson plan:** figurative  
language, cause and effect,  
author's craft

#### Essential Questions:

- How is hate created? How can  
it be stopped?
- What is the power of courage  
in the face of adversity?
- Why should we learn about  
the past?

#### Standards:

The article and its suite of  
support materials support these  
Common Core Anchor  
Standards: R.1, R.2, R.3, R.4, R.5,  
R.7, W.2, SL.1, SL.2

For more standards  
information—including TEKS—go  
to Scope Online.



#### Your Teaching Package

Find your full suite of support materials at [scope.scholastic.com](https://scope.scholastic.com).

#### Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

#### Video:

- "Beyond the Story"

#### Differentiated Articles:

- Lower-Lexile version
- Spanish language version

#### Connected readings

- from the **Scope archives**:
  - Special Collection: Stories  
of World War II and the  
Holocaust

#### Activities to print, project, or share digitally:

- Vocabulary: Definitions and  
Practice
- Video Discussion Questions
- Close-Reading and  
Critical-Thinking Questions
- Featured Skill: Key Ideas and  
Details
- Choice Board
- **Core Skills Workout**:  
Summarizing, Text Features,  
Nonfiction Elements
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

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LESSON  
2

Narrative Nonfiction, pages 4-10

FEATURED SKILL:  
key ideas and details (R.2)

### Step-by-Step Lesson Plan

#### 1. Prepare to Read (30 minutes)

##### Preview Vocabulary (15 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *atrocities, deported, empire, marred, occupiers, rampant, refuge, refugees*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

##### Watch a Video (15 minutes)

- Watch the **Beyond the Story** video, in which a Scholastic Kid Reporter will walk students through an exhibit at New York's Museum of Jewish Heritage. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

#### 2. Read and Discuss (45 minutes)

- Invite a volunteer to read the **As You Read** box on page 4 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version or the Spanish version of the article.*) Optionally, have students listen to author Allison Friedman read her article aloud while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following **Close-Reading and Critical-Thinking** questions, also located in the Resources tab.

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See Lesson Plan



## Align Our Features to Your Instruction

Get the right materials at the right time sent right to  
you. Look at our 2024–25 calendar. Your curriculum,  
our content—it's the perfect match!

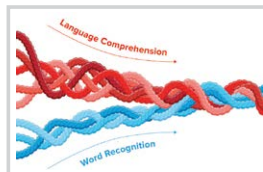
See Calendar

## Meet Your Academic Standards

Raise student achievement by aligning lessons to instructional goals. With built-in correlations and **Science of Reading** alignments, you'll stay on track all year long.

[Click here to view Science of Reading alignments](#)

## How **SCOPE** Aligns with the Science of Reading



The Science of Reading is often illustrated with Scarborough's Reading Rope.\*

The Science of Reading is a body of research that explains how proficient readers learn to read. Studies show that to read proficiently, you must combine language comprehension skills, including **background knowledge** and **vocabulary**, with strong decoding skills.

As a teacher of middle-school readers, you're helping students gain important background knowledge and grow robust vocabularies by using *Scope*. This resource provides the perfect ingredients to enhance your ELA instruction and keep it aligned with the Science of Reading.

\*The Reading Rope. Adapted from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp. 91-107). New York, NY: Guilford.

With *Scope*®, students can:

### ► Build Background Knowledge

- Read about and discuss a wide variety of **social studies, science, and SEL topics** in each of our eight 32-page issues.
- View our **knowledge-building slideshows** to gain essential knowledge about a topic before reading.
- Watch our **nonfiction videos** to learn facts and information and to engage with the exciting subjects covered in our articles.
- Dig deeper into an area of interest with our **special collections of content centered on a theme**, curated from our rich archives.

### ► Grow Big Vocabularies

- Learn **key academic and content-area vocabulary words** in every major feature; our tools make explicit instruction easy for teachers.
- Preview important words to know with our **vocabulary slideshows**, which include visuals, audio pronunciations, and kid-friendly definitions.
- Practice using words in context, examine word parts, and engage in discussions about how words work with our **Vocabulary Skill Builders** and **Multilingual Learner Language Acquisition Springboards**.

For more information, call (800) 387-1437 or email [magazineinfo@scholastic.com](mailto:magazineinfo@scholastic.com)

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## Build Essential Skills

Help every child succeed through motivating skills practice leading to grade-level mastery. With activity pages, writing support, and more, build skills in the following areas:

- ✓ Summarizing
- ✓ Inferencing
- ✓ Tone and Mood
- ✓ Theme
- ✓ Figurative Language
- ✓ Text Structures


[View All Skills](#)

### Select a Reading Level

990L

790L

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 Text-to-Speech

 Presentation View

 See Student View

## Meet Your Learners' Needs with Our Differentiation Tools

Support all your learners with multiple reading levels, read-aloud audio, a text-to-speech feature, scaffolded activities, and quizzes. Differentiate with a click!

### Narrative Nonfiction: Escape From Darkness



Article Read-Aloud: "Escape From Darkness"  
(18:34)



Vocabulary Words & Definitions  
(02:12)

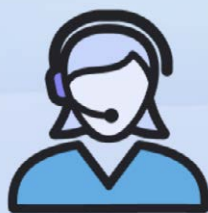


### Quiz



## Explore an Issue of Scope

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