



Junior Scholastic

Junior Scholastic® Meets Common Core State Standards for Grade 7



Junior Scholastic is closely aligned to the Common Core State Standards for grades 6, 7, and 8. With engaging articles and plays on current events, geography, American history, world civilizations, and science and technology, this magazine strongly supports standards in Reading Informational Text (interpreting visual information, analyzing text structure, etc.) as well as Literacy in History/Social Studies and Literacy in Science and Technical Subjects. Using this magazine in the classroom will also help you meet key standards in Writing, Speaking and Listening, and Language.

Reading Standards for Informational Text

Junior Scholastic

Key Ideas and Details

1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Compelling “Think About It” questions follow main articles in the Student Edition, challenging students to make and support inferences from the text. Additional higher-order thinking questions appear as “Talking Points” in the Teacher’s Guide.
- “Cartoon Corner” on the last page of the Student Edition asks students to interpret and analyze editorial cartoons related to current events.
- Skills reproducibles in the print and online Teacher’s Guides reinforce comprehension of student text. In particular, watch for *Junior Scholastic*’s new skills reproducibles, which focus on comprehension strategies for nonfiction text, such as drawing inferences.
- “Content-Area Questions” in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit) from that issue’s main story. These ideas connect to the language arts, social studies, history, geography, science, and math curricula.
- The weekly “Quiz Wizard” in the Teacher’s Guide is another way to assess student analysis of the text. This assessment offers questions in a variety of easy-to-score formats, such as distinguishing between true and false and putting events from an article in chronological order.
- Five times during the school year, the Teacher’s Guide features a “Knowledge Bowl”. In this lively, game-like competition, students work in teams to recall important details from recent issues.
- *Junior Scholastic* is now available in digital format for display on interactive whiteboards, making it easier than ever for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text.

2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

- Authentic nonfiction text features provide scaffolding to help students identify main ideas and key details. A headline helps students identify the main idea of an entire article, while subheadings and topic sentences help them identify central ideas if individual sections or paragraphs.
- *Junior Scholastic's* skills reproducibles focus on comprehension strategies for nonfiction text, such as identifying main idea, summarizing, and differentiating fact from opinion.
- “Content-Area Questions” appear in the Teacher’s Guide to support the main story in each issue. For the language-arts content area, questions focus on essential nonfiction reading skills, such as determining main idea and summarizing.

3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- The relationships among people, events, and ideas underly every article in *Junior Scholastic*. Articles explore such interactions as how the Supreme Court justices interpret the Constitution and how colonization affected the development of African nations. Lesson plans and review questions guide students to notice and analyze those intricate connections.

Craft and Structure

4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- Through the popular “Words to Know” feature, *Junior Scholastic* introduces students to 100 key social studies terms each year. These vocabulary words are highlighted in yellow in the Student Edition. They are defined in “Words to Know” boxes and are supported by context clues.
- The “Words to Know” introduced in each issue are reviewed in a vocabulary quiz on the last page of the Student Edition.
- On the *Junior Scholastic* website, students can click on a “Words to Know” link to make key words and definitions appear on screen.
- *Junior Scholastic's* digital issue offers an archive of vocabulary words that have been introduced to date, complete with definitions.
- The skills reproducibles focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning.
- “Crossword Puzzle” in the Teacher’s Guide is an engaging way to review important words from the issue.

5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

- Articles in the Student Edition offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.
- Longer articles and historical plays are broken into sections (with helpful topical subheadings) to promote comprehension of key ideas.
- *Junior Scholastic's* skills reproducibles focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution).
- Primary source documents relating to a historic event appear regularly on the Teacher’s Guide skills reproducibles. Questions guide students through the text, helping them understand how each portion of the text contributes to the meaning of the whole.

6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- “Content-Area Questions” appear in the Teacher’s Guide to support the main story in each issue. For the language arts content area, questions focus on essential nonfiction reading skills, such as analyzing the author’s purpose.
- Texts in the Student Edition are written for varying purposes. News and history articles are written to inform. *Junior Scholastic’s* popular Classroom Plays Issue is designed to both inform and entertain readers. The news debate in the Student’s Edition offers arguments meant to persuade—with two writers in the Student Editions presenting two different positions. Teachers can have students identify the purpose of a piece of text as they read.

7

Integration of Knowledge and Ideas

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

- A digital version of each issue is available on the *Junior Scholastic* home page, allowing classes to compare and contrast the print and digital presentations.
- *Junior Scholastic’s* website also offers videos and slideshows to complement articles in the print issue. Teachers may engage students in discussion on how each medium contributes to their understanding of the topic.
- The Student Edition and Teacher’s Guide offer web links to help classes find online information on topics presented in the magazine. Classes can explore how these websites differ from print magazines.
- The Student Edition and Teacher’s Guide both feature numerous photographs and infographics—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. Teachers can explore with students how visual treatment of a topic differs from text.
- Each Student Edition features a play that presents information on an important chapter in American or world history. The read-aloud play format is a useful learning tool for auditory and hands-on learners and can spark discussion on how this unique medium differs from a traditional article.
- Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format, providing practice in reading tables, charts, and maps. Teachers can explore with students how this type of presentation differs from traditional text.

Integration of Knowledge and Ideas

8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- The “News Debate” feature in the Student Edition can be used to analyze arguments. In this feature, two writers present opposing views on the same subject. Students can identify each writer’s reasons and evidence for his/her argument and decide which claims they find to be more sound. Students can also log on to the *Junior Scholastic* home page to register their own opinions on the debate topic.

- Readers can compare and contrast articles written throughout the school year on similar topics. Starting this school year, all back issues for the year will be accessible on the *Junior Scholastic* web page. An index of all topics covered in the magazine appears in the last Teacher’s Guide of the year, allowing teachers to find two or more articles on the same topic.
- The Student Edition and Teacher’s Guide both offer web links to help classes find online information on topics presented in the magazine. For example, classes can read a *Junior Scholastic* article on China, then explore a related website and compare/contrast the two presentations.
- The *Junior Scholastic* web page offers videos and slideshows on topics covered in the print magazine. Classes can compare and contrast coverage in these different media.
- In the “News Debate” feature, two writers present opposing views on the same subject.

- *Junior Scholastic* covers a wide range of nonfiction topics relevant to the grades 6–8 curriculum, including U.S. and world history, current events, citizenship, science and technology, economics, geography, and more.
- In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas.
- A variety of assessment features allow teachers to easily monitor student comprehension. In the Student Edition, these include “Words to Know” quizzes, “Think About It” questions, and map and graph questions. In the Teacher’s Guide, assessment opportunities include “Content-Area Questions,” “Rapid Review,” “Quiz Wizard,” “Knowledge Bowl,” “Crossword Puzzles,” and skills reproducibles. On the *Junior Scholastic* web page, teachers will find additional skills reproducibles, many designed for use on the interactive whiteboard.
- The skills reproducibles present skills and strategies to help all students read and comprehend grade-level nonfiction. Using articles from the issue, students will identify main ideas and details, use context to determine word meaning, make inferences, compare and contrast ideas, summarize, identify cause and effect, identify problem and solution, and distinguish between fact and opinion.

Text Types and Purposes

1

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence clearly.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- The “Think About It” questions that follow many *Junior Scholastic* articles often make ideal persuasive writing prompts. Students are encouraged to revisit the related article to find evidence to support their views.
- The “News Debate” in the Student Edition asks students to contemplate two sides of an issue. Teachers may ask students to write their own responses to their debate questions. Students may log on to the *Junior Scholastic* website to share their views with other *Junior Scholastic* readers.
- “Cartoon Corner” asks students to write their opinions on important topics in current events.
- The Teacher’s Guide includes writing prompts (persuasive and other) related to the issue.
- The “Teacher-to-Teacher” lesson plan in the Teacher’s Guide frequently offers ways to integrate persuasive writing into the issue. For example, one past lesson had students write persuasive essays on famous U.S. Supreme Court cases.
- *Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Persuasive writing is one of several writing categories in the nationwide contest.

- The “Think About It” questions that follow many *Junior Scholastic* articles often make ideal informative writing prompts.
- The Teacher’s Guide includes writing prompts (informative and other) related to the issue.
- The “Teacher-to-Teacher” lesson plan frequently offers suggestions for connecting informative or expository writing to the issue. For example, as 17 African nations celebrated 50 years of independence in 2010, *Junior Scholastic* readers researched and wrote informative “postcards” on the geography and culture of these African nations.
- Many of the assessments in the Student Edition and Teacher’s Guide (“MapSearch,” “GeoSkills,” “Content-Area Questions,” “Rapid Review,” skills reproducibles) include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue.
- *Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest.
- Each year, several *Junior Scholastic* readers are chosen to serve as members of the Scholastic Kids Press Corps. These talented students write news reports that appear both in the print magazine and online. The reports can be used in the classroom as student models for informational writing.

Text Types and Purposes

3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- The Teacher's Guide includes writing prompts related to the issue, including prompts that challenge students to connect current events or history to their own experiences in narrative fashion.
- Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Short stories, personal memoirs, novels, and dramatic scripts are some of the narrative writing categories included in the nationwide contest.
- The Classroom Plays Issue can serve as a collection of model narrative texts for student writers. While focused on true historic events that connect to the middle school curriculum, these plays employ effective narrative techniques such as establishing setting, using narrators and well-developed characters, and integrating authentic dialogue.

- When the "Teacher-to-Teacher" lesson plan focuses on writing skills, it offers guidelines or directions appropriate to the specific writing task (for example, a lesson on writing persuasive letters will direct students to begin by grabbing their readers' attention). Additional support can be provided by teachers.

- Writing activities that are suggested in the Teacher's Guide or that grow out of questions in the Student Edition can be further developed by following the steps of the writing process.
- Articles in the Student Edition can be used as exemplar texts of polished, published writing.

- Authentic publishing is just a click away for *Junior Scholastic* readers who wish to share their views on "News Debate" topics. After discussing the debate topic and writing an opinion, students can post on the *Junior Scholastic* site.
- Using the Talk to Us feature on the *Junior Scholastic* web page, Students can send online letters to the editor to share their reactions to and ideas for the magazine.
- Student writers can easily link their own multimedia presentations to an article, video, or photo on the *Junior Scholastic* website.

Research to Build and Present Knowledge

7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

- *Junior Scholastic* articles make excellent starting points for student research projects.
- The Student Edition and Teacher's Guide both offer web links to help students find online information on topics presented in the magazine.
- At least once a year, the "Teacher-to-Teacher" lesson plan in the *Junior Scholastic* Teacher's Guide offers an online scavenger hunt, presenting a series of specific research questions on a news or history topic along with URLs for reliable sites where students can find the answers.

8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- *Junior Scholastic's* print and digital issues are ideal, credible bibliographic sources for student writers.
- Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article in *Junior Scholastic* to model notetaking, paraphrasing, and citing a source in standard format.
- The Student Edition and Teacher's Guide both offer web links to help student writers find additional sources of information on a chosen topic.

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 7 Reading Standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- Apply grade 7 Reading Standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

- Articles in the Student Edition can be used as exemplar texts of published writing. They can also be used to prompt writing projects on specific topics.

Range of Writing

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Some of the varied writing opportunities in *Junior Scholastic* (such as "Think About It" questions or open-ended "Rapid Review" questions) can be completed in a short time frame, while others (writing activities suggested in the "Teacher-to-Teacher" lesson plan, for example) work well as long-term writing tasks.

Comprehension and Collaboration

1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

- Articles in the Student Edition lend themselves to discussions, which can be held as a class, in small groups, or in partnerships. "Think About It" questions following a main article and "Talking Points" in the Teacher's Guide can be used to spark lively discussion.
- The "News Debate" in each Student Edition can be used to stage a formal classroom debate or informal conversations in various group formats.
- The "Teacher-to-Teacher" lesson plan in the Teacher's Guide almost always includes collaborative discussion of some kind (whole class, small groups, or pairs).

- Students must understand information read aloud from articles and plays in the Student Edition.
- Students must understand information presented in the background videos and slideshows available on the *Junior Scholastic* website.

- The "News Debate" in the Student Edition can be used to stage a formal classroom debate or informal conversations in various group formats. Listeners must be able to identify the speaker's reasons and evidence for his/her arguments.

Presentation of Knowledge and Ideas

4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, detail, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Topics covered in the magazine and questions asked in the Student or Teacher's Guide can be used as springboards for oral reports.

- The photos, background videos and slideshows available on the *Junior Scholastic* home page demonstrate to students the value of incorporating multimedia components into their own presentations. These multimedia components also serve as models for students to follow.

- Photos, maps, graphs, and other elements from the magazine and website can be incorporated into student presentations as visual aids.

- The articles and plays in *Junior Scholastic* are perfect for reading aloud, giving students important practice in many aspects of public speaking (controlling volume, pacing, intonation, etc.). Each issue includes text chunks of varying sizes, from lengthy articles to short sidebars and photo captions. This allows students of varying proficiencies to read aloud with fluency.

- As described under standards 1 and 4 above, many questions in both the Student and Teacher's Guide can be used for oral response in formal and informal settings.

- Articles in the Student Edition can be used to stimulate discussion about given topics.

Conventions of Standard English

1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- b. Spell correctly.

Knowledge of Language

3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- Articles in the Student Edition exemplify the appropriate use of varying sentence types (simple, compound, complex, compound-complex).
- In the Student Edition, open-ended questions in “MapSearch,” “GeoSkills,” “Cartoon Corner,” and other features provide chances for students to write using standard conventions of grammar and usage.
- In the Teacher’s Guide, writing prompts, open-ended questions, and “Teacher-to-Teacher” lesson plans provide students opportunities for writing using standard conventions of grammar and usage.
- The magazine articles, slideshows, background videos, and other supporting materials serve as models for usage of standard English grammar in speaking and writing.

- Articles in the Student Edition (both print and online) serve as models for correct usage of capitalization, punctuation, and spelling, including the appropriate use of commas.
- In the Student Edition, open-ended questions in “MapSearch,” “GeoSkills,” “Cartoon Corner,” and other features provide chances for students to write using standard conventions of capitalization, punctuation, and spelling.
- In the Teacher’s Guide, writing prompts, open-ended questions, and “Teacher-to-Teacher” lesson plans provide students opportunities for writing using standard conventions of capitalization, punctuation, and spelling.
- The crossword and word search puzzles in the Teacher’s Guide require students to master spelling of key vocabulary words and provide a fun opportunity for spelling assessment.

- Articles in the Student Edition can be used as a basis for writing, speaking, and listening activities in both formal and informal settings.

Vocabulary Acquisition and Use

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- The “Words to Know” feature introduces students to 100 key social studies terms each year. These words are highlighted in yellow in the Student Edition. They are defined in “Words to Know” boxes and are supported by context clues.
- The “Words to Know” introduced in each issue are reviewed in a vocabulary quiz in the Student Edition.
- On the *Junior Scholastic* website, students can click on a “Words to Know” link to make key words and definitions appear on screen.
- Crosswords and word searches in the Teacher’s Guide review important words from the issue.
- Skills reproducibles focus on important nonfiction reading skills, such as using context clues to determine word meaning.

- Vocabulary words are defined, supported by context clues, and included in the “Words to Know” boxes. Upon encountering a word with multiple meanings or connotations, students can use these tools to choose the correct meaning.
- Some articles contain examples of literary allusions, idioms, puns, similes, metaphors, and other figurative language, which can be used for language instruction.

- Articles contain academic and topic-specific vocabulary words that are often part of social studies and science curricula. These words are supported by definitions and context clues.

Key Ideas and Details

1

Cite specific textual evidence to support analysis of primary and secondary sources.

- *Junior Scholastic* offers both primary and secondary sources for students to read and analyze. Primary sources are frequently chosen to support a secondary source in a Student Edition article. Examples of primary sources offered recently include: Amendments of the U.S. Constitution (a Student Edition article) a 1769 ad for slaves (a visual accompanying an article), and firsthand accounts of the Japanese-American internment experience (a web link).
- “Think About It” questions follow main articles in the Student Edition, challenging students to make and support inferences from the text.
- “Cartoon Corner” asks students to interpret and analyze editorial cartoons related to current events.
- *Junior Scholastic’s* skills reproducibles focus on comprehension strategies for social studies and other nonfiction texts, including drawing inferences.
- “Content-Area Questions” in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit) from that issue’s main story. These include questions connecting to the middle-school social studies, history, and geography curricula.
- Other *Junior Scholastic* features that encourage analysis of articles include “Rapid Review” questions, the weekly “Quiz Wizard,” and the “Knowledge Bowl” team competition (all in Teacher’s Guide).
- *Junior Scholastic* is available in digital format for display on interactive whiteboards, making it easy for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text.

2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- Nonfiction text features in *Junior Scholastic’s* articles provide scaffolding to help students identify central ideas and key details. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.
- The skills reproducibles focus on comprehension strategies for social studies and other nonfiction text, such as identifying main ideas, summarizing, and differentiating fact from opinion.
- “Content-Area Questions” in the Teacher’s Guide support the main story in each issue. Questions focus on key ideas in the article and connect to the language arts, social studies, history and other curricula.
- The Teacher’s Guide often guides students through a primary source document, challenging them to construct meaning and summarize. A recent example is an excerpt from President Lincoln’s Inaugural Address, which appeared on a skills reproducible with comprehension and thinking questions.

Key Ideas and Details

3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

- Many *Junior Scholastic* articles outline important processes related to history and social studies. Lesson plans, skills reproducibles, and review questions support such texts, guiding students to understand key steps.

Craft and Structure

4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- Through the “Words to Know” feature, *Junior Scholastic* introduces students to 100 key social studies terms each year. These vocabulary words are highlighted in yellow in the Student Edition. They are defined in “Words to Know” boxes and are supported by context clues.
- The “Words to Know” introduced in each issue are reviewed in a vocabulary quiz on the last page of the Student Edition.
- On the *Junior Scholastic* website, students can click on a “Words to Know” link to make key words and definitions appear on screen.
- *Junior Scholastic*'s digital issue offers an archive of vocabulary words that have been introduced to date, complete with definitions.
- The skills reproducibles focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning.
- The “Crossword Puzzle” in the Teacher's Guide is an engaging way to review important words from the issue.

5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

- Articles in the Student Edition offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.
- The read-aloud plays present information in a unique dramatic format.
- *Junior Scholastic*'s skills reproducibles focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution).

6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).

- Texts in the Student Edition are written for varying purposes. News and history articles are written to inform. *Junior Scholastic*'s plays are designed to both inform and entertain readers. The “News Debate” offers arguments meant to persuade—with two writers presenting two different positions. Teachers can have students identify the purpose of a piece of text as they read.
- Every article contains quotations from experts or teens on the topic at hand; these quotations can be analyzed to determine the speaker's point of view.
- “Content-Area Questions” appear in the Teacher's Guide to support the main story in each issue and may ask students to analyze the author's purpose and point of view.

Integration of Knowledge and Ideas

7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- The Student Edition and Teacher’s Guide both feature numerous photographs and infographics—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. A typical Student Edition contains at least 30 photos, 6 maps, 5 charts/graphs, and 4 editorial cartoons.
- A digital version of each issue is available on the *Junior Scholastic* home page, allowing classes to compare and contrast the print and digital presentations.
- *Junior Scholastic’s* website also offers videos and slideshows to complement articles in the print issue.
- The Student Edition and Teacher’s Guide offer web links to help classes find online information on topics presented in the magazine. Classes can explore how these websites differ from print magazines.
- Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format, providing practice in reading tables, charts, and maps.

8

Distinguish among fact, opinion, and speculation in a text.

- The “News Debate” feature in the Student Edition can be used to analyze arguments. Students can identify the writer’s reasons and evidence for his/her argument.
- As part of the skills reproducibles, students will practice distinguishing between fact and opinion.
- Quotes from experts and teens that appear in an article often represent opinions, while other statements in the text usually represent facts. Students can compare and contrast the two types of statements.

9

Analyze the relationship between a primary and secondary source on the same topic.

- In its print and digital offerings, *Junior Scholastic* often presents primary and secondary sources on the same historical topic. For example, in one recent issue, students read a play about Charles Lindbergh. In a supporting Teacher’s Guide lesson, they then read a compelling 1927 newspaper account of Lindbergh’s most famous flight and compared the natures of the two types of accounts.

Range of Reading and Level of Text Complexity

10

By the end of grade 7, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

- *Junior Scholastic* covers a wide range of topics relevant to the grades 6–8 history and social studies curriculum, including U.S. and world history, citizenship, current events, economics, geography, world civilizations, government types, and more.
- Teachers can monitor student comprehension with a wide array of assessment features. In the Student Edition, these include “Words to Know” quizzes, “Think About It” questions, and map and graph questions. In the Teacher’s Guide, assessment opportunities include “Content-Area Questions,” “Rapid Review,” “Quiz Wizard,” “Knowledge Bowl,” “Crossword Puzzle,” and skills reproducibles. On the *Junior Scholastic* web page, teachers will find additional skills reproducibles, many designed for use on the interactive whiteboard.
- On the skills reproducibles, students will identify main ideas and details in key articles, use context to determine word meaning, make inferences, compare and contrast ideas, summarize, and more.

Text Types and Purposes

1

Cite specific textual evidence to support analysis of science and technical texts.

- Every issue of *Junior Scholastic* includes exciting science-themed articles. Recent topics have included marine pollution, the formation of earthquakes and tsunamis, newly discovered planets outside our solar system, and Galileo, among others.
- Compelling “Think About It” questions follow such articles in the Student Edition, challenging students to make and support inferences from the text.
- Skills reproducibles focus on comprehension strategies for science-themed and other nonfiction texts, including drawing inferences.
- “Content-Area Questions” in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit) from that issue’s main story. These include questions connecting to the middle-school science curricula.
- Other features that encourage analysis of articles include “Rapid Review” questions, the weekly “Quiz Wizard,” and the “Knowledge Bowl” team competition (all in the Teacher’s Guide).
- *Junior Scholastic* is now available in digital format for display on interactive whiteboards, making it easier than ever for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text.

2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

- Nonfiction text features in *Junior Scholastic*’s articles provide scaffolding to help students identify central ideas and key details in articles. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.
- The skills reproducibles focus on comprehension strategies for science-themed and other nonfiction text, such as identifying main ideas, summarizing, and differentiating fact from opinion.
- “Content-Area Questions” in the Teacher’s Guide support the main story in each issue. Questions focus on key ideas in the article and connect to the language arts, science, and other curricula.

3

Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

- *Junior Scholastic* often reports on discoveries and conclusions that have been made by real-world scientists using the scientific method.

Key Ideas and Details

4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

- Science-themed articles in *Junior Scholastic* use and explain domain-specific vocabulary. Technical words and terms—such as exoplanet, greenhouse gases, and fault line—are defined within the text.
- The skills reproducibles focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning.
- “Crossword Puzzle” in the Teacher’s Guide is an engaging way to review important words from the issue.

5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of a topic.

- Articles in the Student Edition (both print and online) offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.
- Longer articles and historical plays are broken into sections (with helpful topical subheadings) to promote comprehension of key ideas.
- *Junior Scholastic’s* skills reproducibles focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution).

6

Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

- Texts in the Student Edition are written for varying purposes. For example, current events articles are written to inform. Plays are designed to both inform and entertain readers. The “News Debate” offers arguments meant to persuade—with two writers presenting two different positions. Teachers can have students identify the purpose of a piece of text as they read.
- Every article contains quotations from experts or teens on the topic at hand; these quotations can be analyzed to determine the speaker’s point of view.
- “Content-Area Questions” appear in the Teacher’s Guide to support the main story in each issue and may ask students to analyze the author’s purpose and point of view.

Integration of Knowledge and Ideas

7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

- The Student Edition and Teacher’s Guide both feature numerous photographs and infographics—including diagrams, charts, graphs, and tables—to support and enhance the text.
- *Junior Scholastic’s* website also offers videos and slideshows to complement articles in the print issue.

Integration of Knowledge and Ideas

8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

- The “News Debate” feature in the Student Edition can be used to analyze arguments. Students can identify the writer’s reasons and evidence for his/her argument.
- As part of the “Strategic Reading” series of skills reproducibles, students will practice distinguishing between fact and opinion.
- Quotes from experts and teens that appear in an article often represent opinions or speculations, while other statements in the text usually represent facts. Students can compare and contrast the two types of statements.

9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

- The Student Edition and Teacher’s Guide both offer web links to help classes find online information on topics presented in the magazine. For example, after reading an article about environmental problems and solutions for Earth Day, students could visit a recommended website to see video of citizens participating in Earth Day activities.
- The *Junior Scholastic* web page offers original videos and slideshows on topics covered in the print magazine. Classes can compare and contrast coverage in these different media.

10

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

- *Junior Scholastic* covers a wide range of nonfiction topics relevant to the grades 6–8 curriculum, including science and technology.
- Teachers can monitor student comprehension with *Junior Scholastic*’s wide array of assessment features. In the Student Edition, these include “Words to Know” quizzes, “Think About It” questions, and map and graph questions. In the Teacher’s Guide, assessment opportunities include content-area questions, “Rapid Review,” “Quiz Wizard,” “Knowledge Bowl,” “Crossword Puzzle,” and skills reproducibles. On the *Junior Scholastic* web page, teachers will find additional skills reproducibles, many designed for use on the interactive whiteboard.
- On the “Strategic Reading” series of skills reproducibles, students will identify main ideas and details in key articles, use context to determine word meaning, make inferences, compare and contrast ideas, summarize, and more.

Text Types and Purposes

1

Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- The “Think About It” questions that follow many history- and science-themed *Junior Scholastic* articles often lend themselves to persuasive writing. Students are encouraged to revisit the related article to find evidence to support their claims.
 - An excellent social studies writing exercise comes from the “News Debate” in the Student Edition. This debate asks students to contemplate and respond to two sides of a controversial issue. Teachers may ask students to write out their own responses to the debate question. Students may log on to the *Junior Scholastic* website to share their views with other *Junior Scholastic* readers.
 - “Cartoon Corner” asks students to write their opinions on important topics in current events.
 - The Teacher’s Guide includes writing prompts (persuasive and other genres) related to the issue. Most of these prompts focus on the disciplines of history/social studies and science/technology.
 - The “Teacher-to-Teacher” lesson plan in the Teacher’s Guide frequently offers ways to integrate persuasive writing into the issue. For example, one recent lesson had students write persuasive essays on famous U.S. Supreme Court decisions.
 - *Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Persuasive writing is one of several writing categories in the nationwide contest.
-
- The “Think About It” questions that follow many articles often ask students to write informatively about history, social studies, science, or technology. Students are encouraged to revisit the related article to find evidence to support their views.
 - The Teacher’s Guide includes writing prompts (informative and other genres) related to the issue.
 - The “Teacher-to-Teacher” lesson plan frequently offers suggestions for connecting informative or expository writing to the issue. For example, as 17 African nations celebrated 50 years of independence in 2010, readers researched and wrote informative “postcards” on the geography and culture of these African nations.
 - Many of the assessments in the Student Edition and Teacher’s Guide (“MapSearch,” “GeoSkills,” “Content-Area Questions,” “Rapid Review,” skills reproducibles) include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue.
 - *Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest.

Production and Distribution of Writing

3

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- The Student Edition articles serve as exemplar texts written to specific tasks, purposes, and audiences.

4

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- Writing activities that grow out of questions and prompts in the Student Edition and Teacher's Guide can be further developed by following the steps of the writing process.

5

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- Student writers can easily link their own multimedia presentations to an article, video, or photo on the website.
- Students can share their ideas about the debate topic on the *Junior Scholastic* website.
- Students can easily write and send letters to the editor of *Junior Scholastic*, using the magazine's website.

6

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- *Junior Scholastic* articles on history, social studies, science, and technology make excellent starting points for middle-school research projects. The Student Edition, Teacher's Guide, and magazine website all offer web links to help student find online information on topics presented in the magazine.

Research to Build and Present Knowledge

7

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- *Junior Scholastic's* print and digital issues are accurate, credible bibliographic sources for student writers.
- Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article in *Junior Scholastic* to model note taking, paraphrasing, and citing a source in standard format.
- The Student Edition and Teacher's Guide both offer web links to help student writers find additional sources of information on a chosen topic.

8

Draw evidence from informational texts to support analysis, reflection, and research.

- Articles in the Student Edition can be used as exemplar texts of published informational writing, as sources of data, and as springboards for student writing projects on specific topics.

9

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Some of the varied writing opportunities in *Junior Scholastic* (such as "Think About It" questions or open-ended "Rapid Review" questions) can be completed in a short time frame, while others (writing activities suggested in the "Teacher-to-Teacher" lesson plan, for example) work very well as long-term writing tasks.

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Call: 1-800-387-1437

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2315 Dean Street, Suite 600

St. Charles, IL 60175