

Junior Scholastic

Junior Scholastic® Meets Common Core State Standards for Grade 8

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. Students should be able to cite evidence in the article to support their responses. Additional higher-order thinking questions appear as “Talking Points” in the Teacher’s Edition.
- *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.
- “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 Editions reinforce comprehension of student text. In particular, watch for *Junior Scholastic*’s skills reproducibles, which focus on comprehension strategies for nonfiction text, such as drawing inferences.
- “Content-Area Questions” in each Teacher’s Edition 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.
- “Talking Points” in the Teacher’s Edition spark group discussions about the text. Students should be prepared to cite evidence from the text to support their views.
- The weekly “Quiz Wizard” in the Teacher’s Edition 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 Edition features a “Knowledge Bowl”. In this lively, game-like competition, students work in teams to recall important details from recent issues.

2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3

Analyze how a text makes connections among and distinctions between individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

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, including analogies or allusions to other texts.

5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- 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 Edition 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.

- 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.

- 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 Edition is an engaging way to review important words from the issue.

- Articles in the Student Edition offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.
- *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

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- “Content-Area Questions” appear in the Teacher’s Edition 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* Classroom Plays Issue is designed to both inform and entertain readers. The news debates offer 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.

Integration of Knowledge and Ideas

7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- 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 and Teacher’s Editions 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 and Teacher’s Editions 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.
- Plays present 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

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- The “News Debate” feature in the Student Edition can be used to analyze arguments. As they read the two sides, students can identify each writer’s arguments and evidence and discuss in small or large groups which body of evidence they find more sound and compelling.
- Students can also log on to the *Junior Scholastic* home page to register their own opinions on the debate topic.
- The Student and Teacher’s Editions 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 several related websites. In instances where online and print sources offer conflicting data or views, students can explore why that might be so (for example, sites may have been created by people with different viewpoints or may have been created at different times).
- The magazine’s unique “News Debate” feature presents two very different perspectives on a single issue. These texts are written firsthand by experts and other people connected to the topic.
- 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.
- Readers can compare formats and contrast articles written throughout the school year on similar topics. Back issues will be accessible on the *Junior Scholastic* web page, and an index of topics covered in the magazine appears in the last Teacher’s Edition of the year. In cases where data differs from article to article, students can analyze why (for example, economic health may have changed from September to January).

Integration of Knowledge and Ideas

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.

- *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 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 Edition, 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.
- 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 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 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), counterclaims, reasons, and evidence.
- d. Establish & 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, & information into broader categories; 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 clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish & 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 lend themselves to persuasive writing. 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 and respond to two sides of an 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 Edition includes writing prompts (persuasive and other genres) related to the issue.
- The “Teacher to Teacher” lesson plan in the Teacher’s Edition 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 *Junior Scholastic* articles often lend themselves to informative writing. Students are encouraged to revisit the related article to find evidence to support their views.
- The Teacher’s Edition 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 and Teacher’s Editions (“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.

- a. 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.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. 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 present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- The Teacher’s Edition 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 Edition 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 (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 make excellent starting points for student research projects. The Student and Teacher's Editions 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 Edition 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 and Teacher's Editions 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 8 Reading Standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
- Apply grade 8 Reading Standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

- 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 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; 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 and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally), and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

- 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 Edition 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 Edition 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

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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 Edition 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 Edition 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 verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

- Articles in the Student Edition and online exemplify the appropriate use of various verb voices and moods.
- 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 Edition, 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.

2

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

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

- 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, ellipses, and dashes.
- 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 Edition, 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 Edition require students to master spelling of key vocabulary words and provide a fun opportunity for spelling assessment.

Knowledge of Language

3

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

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).

- 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 8 reading and content, choosing flexibly from a range of strategies.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 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.
- 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.

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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 Edition review important words from the issue.
- Junior Scholastic’s* 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 in an article with multiple meanings or connotations, students can use these tools to choose the correct one.
- Some articles contain examples of puns, irony, 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 Edition 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 the Teacher’s Edition).
- *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 the 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 Edition 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 Edition 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 Edition 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 debates offer 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 Edition 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 and Teacher’s Editions 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 and Teacher’s Editions 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 reasoned judgment 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 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, 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 Edition 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 8, 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 *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 Edition, 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.

Key Ideas and Details

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.
- *Junior Scholastic’s* skills reproducibles focus on comprehension strategies for science-themed and other nonfiction texts, including drawing inferences.
- “Content-Area Questions” in each Teacher’s Edition 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 *Junior Scholastic* 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 Edition).
- *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 Edition 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.

Craft and Structure

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.
- The “Crossword Puzzle” in the Teacher’s Edition 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. The plays are designed to both inform and entertain readers. The news debates offer 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 Edition 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 and Teacher’s Editions 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 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 and Teacher’s Editions 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 a 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 Edition, 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

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 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 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 Edition 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 Edition 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 *Junior Scholastic* 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 Edition 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, *Junior Scholastic* readers researched and wrote informative “postcards” on the geography and culture of these African nations.
- Many of the assessments in the Student and Teacher’s Editions (“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 for 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 Edition 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 *Junior Scholastic* 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.

Research to Build and Present Knowledge

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 Edition and magazine website all offer web links to help students find online information on topics presented in the magazine.

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 notetaking, paraphrasing, and citing a source in standard format.
- The Student and Teacher's Editions both offer web links to help student writers find additional sources of information on a chosen topic.

Research to Build and Present Knowledge

9

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.

10

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.

To order *Junior Scholastic*, for additional editorial information, or to receive product samples:

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