



Scholastic News® for Grade 1 Meets Common Core State Standards

Scholastic News provides timely cross-curricular news and activities that support all areas of the grade 1 curriculum. Subscriptions include *Scholastic News* Interactive, which features digital editions of each issue for use with whiteboards, LCD projectors, and classroom computers. The following chart illustrates how *Scholastic News* aligns to the following Common Core State Standards for English Language Arts:

College and Career Readiness Anchor Standards for Reading

- Reading Standards for Informational Text, Grade 1
- Reading Standards: Foundational Skills, Grade 1

College and Career Readiness Anchor Standards for Writing

- Writing Standards, Grade 1
- College and Career Readiness Anchor Standards for Speaking and Listening

Speaking and Listening Standards, Grade 1

- College and Career Readiness Anchor Standards for Language
- Language Standards, Grade 1

Anchor Standards for Reading

Scholastic News Edition 1

Key Ideas and Details

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Colorful, exciting covers engage students, inviting them to make predictions and ask questions about the issue; often, the text on the cover contains a question to guide students' reading.
- The News of the Month and Visual Text Issues contain question boxes with questions about text features and details.
- Teacher's Guide skills pages reinforce comprehension of student text.

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- In the News of the Month Issue, features such as headlines and subheads help students identify the focus of the text.
- Clear issue titles help students quickly identify the main topic.
- The once-a-month main idea page 4 feature gives students a shorter, detail-filled passage to read and analyze.

Key Ideas and Details

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- In the student issues and Teacher's Guide, various graphic organizers and visual aids (two-column charts, Venn diagrams, etc.), help students make connections.
- Science-focused sight-word readers and visual text aids explore broad topics (e.g., moths and butterflies) with side-by-side comparisons and contrasts.
- Visual Text Issues and page 4 activities use pairs of arresting images to encourage students to make connections (e.g., side-by-side diagrams of an adult and baby swan).
- Complicated social studies and science topics are presented with a focus on easily connectable individual people, ideas, or pieces of information; for example, a Presidents' Day issue features one story on Lincoln and one on Washington so that students can draw parallels.
- Numbered text boxes in the Readers' Theater Issues allow students to connect one event to the next.

Craft and Structure

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Difficult words in the student text are boldfaced and explained.
- On *Scholastic News* Interactive, each issue has 3–6 words in a Words to Know feature, which are accompanied by definitions, pronunciations, and photos.
- At the beginning of the year, student issues and Teacher's Guides use rebus illustrations to clarify word meanings.
- Readers' Theater Issues teach new vocabulary (e.g., poult, wattle, cygnet) by having characters ask and answer questions.

5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Each month, our News of the Month Issue focuses on one new text feature (such as headlines or captions), scaffolding them as the year goes on.
- News of the Month Issues also include a "What's Inside" table of contents box that lets readers preview the issue.
- In Readers' Theater plays, numbered and color-coded scene boxes help students understand the sequence of events. Role boxes help students organize their oral reading assignments.
- In every Visual Text Issue, a question box on page 3 requires students to find and use the unique features of the particular visual text to answer questions.

Craft and Structure

6

Assess how point of view or purpose shapes the content and style of a text.

- News of the Month Issues include illustrations, photos, maps, and other visuals add to the text; questions in the Teacher's Guide and in the issue require students to think critically about the information contained in each.
- In Visual Text Issues, page 4 activities, and "Learn Along" pages, diagrams, graphs, and charts require students to use labels as well as visual representations to learn important ideas.
- Each photo that appears in *Scholastic News* is specially chosen for its visual impact; photos support and build on the information provided by text.

Integration of Knowledge and Ideas

7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- Each month, the Visual Text Issue contains a different format (diagram, flowchart, map, etc.) that teaches the main ideas and details of a topic visually.
- Maps and other images in the News of the Month Issue reinforce the main ideas of the text.
- In Readers' Theater Issues, illustrations help students envision the main events they are acting out.
- Each page of a Sight Word Reader focuses on one incredible image; the text explains what is pictured and provides details to deepen students' understanding.
- Once a month, main idea articles reinforce students' comprehension of main ideas and details.

8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Each issue of *Scholastic News* is written in considerate text, meaning that a clear main idea is presented followed by details. Students can identify how the text supports the main idea.

Integration of Knowledge and Ideas

9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Monthly black-and-white skills pages in the Teacher’s Guide include graphic organizers such as Venn diagrams and t-charts that teachers can use to compare and contrast texts.
- Readers’ Theater Issues often contain two types of texts on the same topic—such as a play and a nonfiction article—that readers can compare and contrast.
- Page 4 of Visual Text Issues often includes a different kind of visual text on the same topic as the main article; students are presented with many opportunities to compare and contrast.
- Readers can compare and contrast videos and print issues on the same topic.
- For social studies topics, *Scholastic News* provides a mix of historical images/texts and more modern interpretations that students can compare and contrast.
- “More to Explore” section of SNI often contains extra bonus issues on the same topic as that month’s print issues that teachers can then use to compare and contrast.

Range of Reading and Level of Text Complexity

10

Read and comprehend complex literary and informational texts independently and proficiently.

- *Scholastic News* covers a wide range of social studies and science topics, increasing in difficulty as the year advances.

Reading Standards for Informational Text

Scholastic News Edition 1

Key Ideas and Details

1

Ask and answer questions about key details in a text.

- Colorful, exciting covers engage students, inviting them to make predictions and ask questions about the issue; often, the text on the cover contains a question to guide students’ reading.
- The News of the Month and Visual Text Issues contain question boxes with questions about text features and details.
- Teacher’s Guide skills pages reinforce comprehension of student text.

2

Identify the main topic and retell key details of a text.

- In News of the Month, features such as headlines and subheads help students identify the focus of the text.
- Clear issue titles help students to quickly identify the main topic.
- The once-a-month main idea feature gives students a shorter, detail-filled passage to read and analyze.

Key Ideas and Details

3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- In the student issues and Teacher's Guide, various graphic organizers and visual texts (two-column charts, Venn diagrams, etc.), help students make connections.
- Science-focused sight-word readers and visual texts explore broad topics (e.g., moths and butterflies) with side-by-side comparisons and contrasts.
- Visual Text Issues and page 4 activities use pairs of arresting images to encourage students to make connections (e.g., side-by-side diagrams of an adult and baby swan).
- Other complicated social studies and science topics are presented with a focus on easily connectable individual people, ideas, or pieces of information; for example, a Presidents Day issue features one story on Lincoln and one on Washington so that students can draw parallels.
- Numbered text boxes in the Readers' Theater Issues allow students to connect one event to the next.

Craft and Structure

4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- Difficult words in the student text are boldfaced and explained.
- On *Scholastic News Interactive*, each issue has "3-6 Words to Know," which are accompanied by definitions, pronunciations, and photos.
- At the beginning of the year, student issues and Teacher's Guides use rebus illustrations to clarify word meanings.
- Readers' Theater Issues teach new vocabulary (e.g., poult, wattle, cygnet) by having characters ask and answer questions.

5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- Each month, our News of the Month Issue focuses on one new text feature (such as headline or captions), scaffolding them as the year goes on.
- News of the Month Issues also include a "What's Inside" table of contents box that lets readers preview the issue.
- In "Readers' Theater," numbered and color-coded scene boxes help students understand the sequence of events. Role boxes help students organize their oral reading.
- In every Visual Text Issue, a question box on page 3 requires students to find and use the unique features of the particular visual text to answer questions.

Craft and Structure

6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- News of the Month Issues include illustrations, photos, maps, and other visuals to add to the text; questions in the Teacher's Guide and in the issue require students to think critically about the information contained in each.
- In Visual Text Issues, page 4 activities, and "Learn Along" pages, diagrams, graphs, and charts require students to use labels as well as visual representations to learn important ideas.
- Each photo that appears in *Scholastic News* is specially chosen for its visual impact; photos support and build on the information provided by text.

Integration of Knowledge and Ideas

7

Use the illustrations and details in a text to describe its key ideas.

- Each month, the Visual Text Issue contains a different format (diagram, flowchart, map, etc.) that teaches the main ideas and details of a topic visually.
- Maps and other images in the News of the Month Issue reinforce the main ideas of the text.
- In Readers' Theater Issues, illustrations help students envision the main events they are acting out.
- Each page of a Sight Word Reader focuses on one incredible image; the text explains what is pictured and provides details to deepen students' understanding.
- Once a month main idea articles reinforce students' comprehension of main ideas and details.

8

Identify the reasons an author gives to support points in a text.

- Each issue of *Scholastic News* is written in considerate text, meaning that a clear main idea is presented followed by details. Students can identify how the text supports the main idea.

Reading Standards for Informational Text

Scholastic News Edition 1

Integration of Knowledge and Ideas

9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Monthly black-and-white skills pages in the Teacher’s Guide include graphic organizers such as Venn diagrams and t-charts that teachers can use to compare and contrast texts.
- Readers’ Theater Issues often contain two types of texts on the same topic—such as a play and a nonfiction article—that readers can compare and contrast.
- Page 4 of Visual Text Issues often includes a different kind of visual text on the same topic as the main article; students are presented with many opportunities to compare and contrast.
- Readers can compare and contrast videos and print issues on the same topic.
- For social studies topics, *Scholastic News* provides a mix of historical images and texts and more modern interpretations that students can compare and contrast.
- The “More to Explore” section of SNI often contains extra bonus issues on the same topic as that month’s print issues that teachers can then use to compare and contrast.

Range of Reading and Level of Text Complexity

10

With prompting and support, read informational texts appropriately complex for grade 1.

- *Scholastic News* covers a wide range of social studies and science topics, increasing in difficulty as the year advances.

Reading Standards: Foundational Skills

Scholastic News Edition 1

Print Concepts

1

Demonstrate understanding of the organization and basic features of print.

Addressed below

1.a

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- Reading skills practice tests require students to understand and apply distinguishing features of a sentence to fill in the blanks of incomplete sentences.

Phonological Awareness

2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Addressed below

2.a Distinguish long from short vowel sounds in spoken single-syllable words.

- Reading skills practice tests require students to distinguish long and short vowel sounds in spelling single-syllable words that are read to them.
- Each Readers' Theater Issue includes a variety of one-syllable words with long and short vowels (e.g., bite/with, tell/me, and go/not); students must distinguish between them to read fluently.

2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- Each Readers' Theater Issue single-syllable words with consonant blends and other phonemes (e.g., scarf, trick, drip).
- Sight Word Reader Issues require students to produce single-syllable words with blends (e.g., green, spring, snail).

2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes), including consonant blends.

- *Scholastic News* provides students with phonics practice through on-level text; students can isolate and pronounce phonemes in the text as they read it aloud.

2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- *Scholastic News* provides students with phonics practice through on-level text; students can segment single-syllable words in the text as they read it aloud.

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills in decoding words.

Addressed below

3.a Know the spelling-sound correspondences for common consonant digraphs.

- Each Readers' Theater Issue includes words with common consonant digraphs that students must know and read (e.g., what, teeth, chew).
- Many sight words in the Sight Word Readers contain consonant digraphs (e.g., this, white); students must be familiar with them to read the issues.

Phonics and Word Recognition

3.b

Decode regularly spelled one-syllable words.

- In addition to on-level sight words, Sight Word Readers are full of regularly spelled one-syllable words for students to decode.
- Readers' Theater Issues contain many regularly spelled one-syllable words that students must decode, such as "dig" and "gold."

3.c

Know final -e and common vowel team conventions for representing long vowel sounds.

- Yearly Reading skills practice tests assess students' phonic awareness; exercises require them to use final -e conventions to complete words with long vowel sounds.
- Readers' Theater Issues contain many words with common long vowel teams (e.g., teeth, soon, paint) that students must know.
- Sight Word Readers contain many words with common long vowel teams (e.g., sea, looks, snail) that students must know.

3.d

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- *Scholastic News* provides single- and multi-syllable words for students to decode.

3.e

Decode two-syllable words following basic patterns by breaking the words into syllables.

- Each Readers' Theater Issue provides students with decodable regularly spelled two-syllable words, such as fuzzy, parents, and under; students can easily break the words into syllables to read them.
- Sight Word Readers require students to read two-syllable words that can be broken into syllables, such as upon and muddy.

3.f

Read words with inflectional endings.

- Each Readers' Theater Issue gives students the chance to read words with inflectional endings, such as called, means, and leaving.
- Sight Word Readers require students to read words with inflectional endings, such as looked, flapping, and drinks.

3.g

Recognize and read grade-appropriate irregularly spelled words.

- Teacher's Guide word searches and crossword puzzles give students extra practice with irregularly spelled words (e.g., excuse, break, leaves).
- Some irregularly spelled words (e.g., search, lamb, recipe) appear on *Scholastic News* Interactive as "Words to Know." These words are pronounced, defined, and illustrated to facilitate understanding for all types of learners.
- Sight Word Readers have students practice automatic reading of sight words, which are often grade-level-appropriate irregularly spelled words, such as could, found, and white.
- Readers' Theater Issues are full of grade-level-appropriate irregularly spelled words, such as guess, bush, and great.

Reading Standards: Foundational Skills

Scholastic News Edition 1

Fluency

4

Read with sufficient accuracy and fluency to support comprehension.

Addressed below

4.a

Read on-level text with purpose and understanding.

- *Scholastic News* issues are written in considerate text, with a main idea followed by supporting details; this format allows students to quickly recognize the purpose of the text.
- Once-a-month main idea exercises reinforce understanding of main idea and details.
- Find-It Sight Word Reader Issues give students an additional purpose (locating images) for reading in addition to basic comprehension.
- On the cover of issues, attention-getting headlines and questions (e.g., Which Ones Are Which?; What do you think will happen when they land?) hint at the purpose of articles and get students excited to learn more.

4.b

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Readers' Theater Issues are broken up into multiple scenes, making rereading for fluency quick, easy, and intuitive.
- Sight Word Readers' repetitive text allows students to quickly master oral reading.

4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- When introducing an unfamiliar word, issues provide adequate context (e.g., "The praying mantis is a predator. It hunts animals for food.") to help readers determine definitions.

Anchor Standards for Writing

Scholastic News Edition 1

Text Types and Purposes

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Some page 4 activities and Teacher's Guide pages require students to reflect on what they've just read and state their opinion about it (e.g., Write what you would pack on a trip like Columbus').
- The Teacher's Guide includes writing prompt reproducible pages to help students write arguments.

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Reading skills practice tests and other Teacher's Guide pages require students to write complete informative sentences about topics they have studied.
- The Teacher's Guide includes writing prompt reproducible pages to help students write informative/explanatory texts.

Anchor Standards for Writing

Scholastic News Edition 1

Text Types and Purposes

3

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

- The Teacher's Guide includes writing prompt reproducible pages to help students write narratives.
- Story map "Learn Along" pages in the Teacher's Guide require students to recount appropriately sequenced events from a narrative.

Production and Distribution of Writing

4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Writing activities in the Teacher's Guide (based on reproducible writing prompt pages) help students to create work they can develop and strengthen by following the steps of the writing process.

5

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- *Scholastic News* includes interactive PDF writing prompt pages and story maps to help students produce writing pieces.

Research to Build and Present Knowledge

6

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- On voting, graphing, and tallying "Learn Along" pages, students record science observations and draw conclusions.
- "More to Explore" links suggest topical books to read and writing projects for students to complete.

7

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Once-a-month main idea page 4 activities require students to answer questions about informational texts.
- Reading comprehension Teacher's Guide pages require students to write complete sentences about issue content.

Writing Standards

Scholastic News Edition 1

Text Types and Purposes

1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

- Some page 4 activities and Teacher's Guide pages require students to reflect on what they've just read and state their opinion about it (e.g., Write what you would pack on a trip like Columbus's).
- The Teacher's Guide includes writing prompt reproducible pages to help students write arguments.

Text Types and Purposes

2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Reading skills practice tests and other Teacher’s Guide pages require students to write complete informative sentences about topics they have studied.
- The Teacher’s Guide includes writing prompt reproducible pages to help students write informative/explanatory texts.

Production and Distribution of Writing

3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

- The Teacher’s Guide includes writing prompt reproducible pages to help students write narratives.
- Story map “Learn Along” pages in the Teacher’s Guide require students to recount appropriately sequenced events from a narrative.

4

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- Writing activities in the Teacher’s Guide (based on reproducible writing prompt pages) help students to create work they can develop and strengthen by following the steps of the writing process.

5

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- *Scholastic News* includes interactive PDF writing prompt pages and story maps to help students produce writing pieces.

Research to Build and Present Knowledge

6

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

- On voting, graphing, and tallying “Learn Along” pages, students record science observations and draw conclusions.
- “More to Explore” links suggest topical books to read and writing projects for students to complete.

7

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- Once a month main idea page 4 activities require students to answer questions about informational texts.
- Reading comprehension Teacher’s Guide pages require students to write complete sentences about issue content.

Comprehension and Collaboration

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.

- Back-to-school manners issues review important classroom rules and lead to conversations about expected classroom conduct.
- Teacher's Guide discussion questions encourage students to collaborate and share ideas to build background on issue topics.
- The Teacher's Guide's "Differentiated Instruction" sections break students off into leveled groups to extend learning together.
- "More to Explore" on *Scholastic News* Interactive often includes additional information about the issue topics that students can use to answer lingering questions.

2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- Videos on *Scholastic News* Interactive provide key ideas and details about issue topics, giving students plenty of opportunities to ask and answer clarifying questions.
- Teacher's Guide pages and page 4 activities require students to ask and answer questions about their Sight Word Readers, which are meant to be read aloud.

3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Teacher's Guide discussion questions prompt students to ask and answer questions about issue topics before reading the issue.
- Teacher's Guide "Read-Aloud Background" sections provide teachers with other stimulating discussion topics for students to gather the information they need to read the issue.

Presentation of Knowledge and Ideas

4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Discussion questions and read-aloud background sections encourage students to share personal experiences and speculate on issue topics with the rest of the class; students practice using vivid descriptions of ideas and feelings.

5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Many Teacher's Guide pages, especially early in the year, encourage students to draw in addition to writing; students may recreate images they've seen (such as baby photos), or record new ideas (such as gifts they'd send a soldier).
- News of the Month Issues require students to draw symbols, such as circles and check marks, to identify various text features.
- Math topic activities and "Learn Along" pages have students color or draw in graphs, pictographs, and other kinds of charts.

Anchor Standards for Speaking and Listening

Scholastic News Edition 1

Presentation of Knowledge and Ideas

6

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

- *Scholastic News* issues are designed for collaborative learning: students can answer questions aloud as they write the answers in their issues or on “Learn Along” pages, and students are often prompted to answer in complete sentences.

Speaking and Listening Standards

Scholastic News Edition 1

Comprehension and Collaboration

1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Addressed below

1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- Back-to-school manners issues review important classroom rules and lead to conversations about expected classroom conduct.
- Through the use of multiple reading parts, Readers’ Theater Issues teach students to take turns and speak one at a time.

1.b

Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

- Teacher’s Guide discussion questions encourage students to collaborate and share ideas to build background on issue topics.
- Teacher’s Guide “Differentiated Instruction” sections break students off into leveled groups to extend learning together.

1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

- “Differentiated Instruction” sections allow students to examine additional sources or work with their teacher to clarify difficult concepts.
- “More to Explore” on *Scholastic News* Interactive often includes additional information about the issue topics that students can use to answer lingering questions.

2

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- Videos on *Scholastic News* Interactive provide key ideas and details about issue topics, giving students plenty of opportunities to ask and answer clarifying questions.
- Teacher’s Guide activities require students to ask and answer questions about their Sight Word Readers, which are meant to be read aloud.

Comprehension and Collaboration

3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

- Teacher's Guide discussion questions prompt students to ask and answer questions about issue topics before reading the issue.
- Teacher's Guide read-aloud background sections provide teachers with other stimulating discussion topics for students to gather the information they need to read the issue.

Presentation of Knowledge and Ideas

4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Discussion questions and read-aloud background sections encourage students to share personal experiences and speculate on issue topics with the rest of the class; students practice using vivid descriptions of ideas and feelings.

5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- Many Teacher's Guide pages, especially early in the year, encourage students to draw in addition to writing; students may recreate images they've seen (such as baby photos) or record new ideas (such as gifts they'd send a soldier).
- News of the Month Issues require students to draw symbols, such as circles and check marks, to identify various text features.
- Math topic activities and "Learn Along" pages have students color or draw in graphs, pictographs, and other kinds of charts.

6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 for specific expectations.)

- *Scholastic News* issues are designed for collaborative learning: students can answer questions aloud as they write the answers in their issues or on "Learn Along" pages, and students are often prompted to answer in complete sentences.

Conventions of Standard English

1

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

- Social studies-based issues give students lots of practice with proper nouns, such as historical figures' names, important geographical places, and names of holidays.
- Reading skills practice tests assess student's grammar, usage, and mechanics abilities, including completing sentences with singular and plural nouns and verbs (e.g., We are friends; He goes to school).
- Reading skills practice tests assess student's grammar, usage, and mechanics abilities, including completing sentences with personal and possessive pronouns (e.g., I like cats; That is her book).
- Reading skills practice tests assess student's grammar, usage, and mechanics abilities, including completing sentences with present and future verbs (e.g., He goes to school; They will play a game).

2

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

- Many issues of *Scholastic News* feature historical figures; students read and write capitalized proper names.
- Language arts posters review capitalization rules for students.
- Reading skills practice tests assess student's grammar, usage, and mechanics abilities, including completing sentences with correct end punctuation.
- Reading skills practice tests assess student's phonic awareness; students must complete the spelling of words based on common vowel and consonant patterns.

Vocabulary Acquisition and Use

3

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- Most issues of *Scholastic News* feature multiple boldfaced vocabulary words with adequate sentence-level context for determining definitions (e.g., He packed hose and shirts to wear).

Anchor Standards for Language

Scholastic News Edition 1

Vocabulary Acquisition and Use

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

- Some science-based issues focus on teaching students new vocabulary; these issues define terms by category and by one or more attributes (e.g., A baby fox is called a kit).
- *Scholastic News* Interactive features 3–6 vocabulary words for each issue, many of which are defined in relation to their category and attributes (e.g., Hatchling: A baby animal that has recently broken out of its egg).
- In all formats of *Scholastic News* issues, in-sentence definitions (e.g., ...leatherback turtles migrate. That means they go for a long swim.) use shades of meaning to help students learn new words and distinguish between closely related verbs.

5 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- All *Scholastic News* issues introduce new words and phrases to students; often they are required to use the new vocabulary in responses (within the issues and in “Learn Along” activities).
- Videos and other content on *Scholastic News* Interactive also introduce new vocabulary.
- Teacher’s Guide discussion questions and “Learn Along” pages often require students to make connections using conjunctions to signal simple relationships.

Language Standards

Scholastic News Edition 1

Conventions of Standard English

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

Addressed below

1.a Print all upper- and lowercase letters.

- Writing activities in the student issues and Teacher’s Guides (for example, students must write their own name on each issue and “Learn Along” page) give students lots of practice writing both upper- and lowercase letters.

1.b Use common, proper, and possessive nouns.

- Social studies-based issues give students lots of practice with proper nouns, such as historical figures’ names, important geographical places, and names of holidays.
- Text-to-self “Learn Along” exercises (e.g., Describe what you would send a soldier. and Tell what you would pack for a trip like Columbus’s) require students to write about themselves and others, using appropriate possessive nouns.

Conventions of Standard English

1.c

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

- Reading skills practice tests assess students' grammar, usage, and mechanics abilities, including completing sentences with singular and plural nouns and verbs (e.g., We are friends; He goes to school).

1.d

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

- Reading skills practice tests assess student's grammar, usage, and mechanics abilities, including completing sentences with personal and possessive pronouns (e.g., I like cats; That is her book).

1.e

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- Reading skills practice tests assess students' grammar, usage, and mechanics abilities, including completing sentences with present and future verbs (e.g., He goes to school; They will play a game).
- Social studies themed issues connect the past to the present; in reflecting on the topics, students must use past-, present-, and future-tense verbs.

1.f

Use frequently occurring adjectives.

- Fill-in-the-blanks posters and "Learn Along" pages prompt students to supply different parts of speech, including adjectives.
- Page 4 and "Learn Along" exercises frequently require students to use adjectives to describe characters or topics they've read about; some exercises require students to elaborate on their own opinions or preferences with adjectives.

1.g

Use frequently occurring conjunctions (e.g., and, but, or, so, because).

- Many *Scholastic News* issues compare and contrast topics (e.g., Eat Up, Animals); these issues require students to use conjunctions like and and but in their writing.
- Other issues (e.g., Keep Flying, Dandelion) focus on cause and effect; students must use conjunctions such as so and because when writing about these issues.

1.h

Use determiners (e.g., articles, demonstratives).

- Activities and "Learn Along" pages provide students many opportunities for writing in complete sentences with appropriate determiners.

1.i

Use frequently occurring prepositions (e.g., during, beyond, toward).

- Activities and "Learn Along" pages provide students many opportunities for writing in complete sentences with frequently occurring prepositions.

1.j

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Writing prompts in *Scholastic News* feature activities and "Learn Along" pages that provide students many opportunities for producing complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

Conventions of Standard English

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

Addressed below

2.a Capitalize dates and names of people

- Each Teacher’s Guide contains a calendar page; students read and write the days of the week, month, and any holidays that fall within the month.
- Many issues of *Scholastic News* feature historical figures; students read and write capitalized proper names.
- Language arts posters review capitalization rules for students.

2.b Use end punctuation for sentences.

- Reading skills practice tests assess student’s grammar, usage, and mechanics abilities, including completing sentences with correct end punctuation.

2.c Use commas in dates and to separate single words in a series.

- Each Teacher’s Guide contains a calendar page; students read and write dates, including commas where appropriate.

2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- *Scholastic News* issues expose students to many common spelling patterns and frequently occurring irregular words; issue activities and “Learn Along” pages provide extra opportunities for spelling these types of words.

2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- Reading skills practice tests assess student’s phonemic awareness; students must complete the spelling of words based on common vowel and consonant patterns.

Vocabulary Acquisition and Use

3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.

Addressed below

3.a Use sentence-level context as a clue to the meaning of a word or phrase.

- Most issues of *Scholastic News* feature multiple boldfaced vocabulary words with adequate sentence-level context for determining definitions (e.g., He packed **hose** and shirts to wear.)

Vocabulary Acquisition and Use

3.b Use frequently occurring affixes as a clue to the meaning of a word.

- For some issues, Teacher's Guide lesson plans call out affixes that can be found within the issue.

3.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

- For some issues, Teacher's Guide lesson plans call out root words and inflectional forms that can be found within the issue.

4 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Addressed below

4.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

- Some *Scholastic News* issues compare and contrast two closely related topics (e.g., moths and butterflies); "Learn Along" pages require students to sort descriptive words and phrases about the topics.

4.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

- Some science-based issues focus on teaching students new vocabulary; these issues define terms by category and by one or more attributes (e.g., A baby fox is called a kit).
- *Scholastic News* Interactive features 3-6 vocabulary words for each issue, many of which are defined in relation to their category and attributes (e.g., hatchling: A baby animal that has recently broken out of its egg).

4.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

- Difficult vocabulary words from the issues reappear as interactive "Words to Know." There, they are paired with kid-friendly definitions and illustrations to help students make real-life connections.
- Issues about social studies topics often require students to make real-life connections to the words they've learned; for example, for an issue about needs and wants, students must draw a picture of something they need.

4.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings

- In all formats of *Scholastic News* issues, in-sentence definitions (e.g., ...leatherback turtles migrate. That means they go for a long swim.) use shades of meaning to help students learn new words and distinguish between closely related verbs.

Vocabulary Acquisition and Use

5

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

- All *Scholastic News* issues introduce new words and phrases to students; often they are required to use the new vocabulary in responses (within the issues and in “Learn Along” activities).
- Videos and other content on *Scholastic News* Interactive also introduce new vocabulary.
- Teacher’s Guide discussion questions and “Learn Along” pages often require students to make connections using conjunctions to signal simple relationships.

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