



The New York Times upfront



Upfront® Meets Common Core State Standards for Grades 11–12

The New York Times Upfront is closely aligned to the Common Core State Standards for grades 11 through 12. This publication combines award-winning reporting from *New York Times* journalists with the educational and curricular expertise of Scholastic writers and editors to deliver compelling coverage of national and international news, world-changing historic events, trends in business, education, technology, and much more. *Upfront* strongly supports standards in Reading Informational Text, 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 the strands of Writing, Speaking and Listening, and Language.

Reading Standards for Informational Text

The New York Times Upfront

Key Ideas and Details

1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

- From news briefs to in-depth reports, Student Edition articles explore complex topics ideal for discussion and analysis. Recent topics include capital punishment, Mexico's drug wars, the future of nuclear energy, India's emergence as a global power, and many others. Such engaging and challenging articles call on students to comprehend ideas expressed explicitly and to draw their own inferences from the text.
- Each article is available in digital format and ready for display on interactive whiteboards, making it easy for students to cite textual evidence as they analyze the text and answer review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis.
- In "The Ethicist," a thought-provoking column borrowed from *The New York Times Magazine*, writer Randy Cohen considers a real-life moral dilemma and argues a solution. Students will enjoy weighing Cohen's claims and arriving at their own conclusions.
- Each issue is accompanied by an 8-page Teacher's Edition designed to aid classes in an in-depth analysis of the text. For each main article, the Teacher's Edition offers critical thinking questions, discussion questions, debate topics, and writing prompts. As students respond to these questions and prompts, they are urged to cite evidence from the text to support their views.

Key Ideas and Details

1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

- The Teacher's Edition offers concrete opportunities to assess student understanding and analysis of the text. For each main story, it offers a two-part quiz. Part 1, a multiple-choice assessment, reviews explicit ideas from the text. Part 2, a series of open-ended, in-depth questions, challenges students to draw inferences and use higher-order thinking skills. The Teacher's Edition also offers a *Jeopardy*-style game show that spurs students to recall important facts from the articles.
- Editorial cartoons provide excellent practice in drawing inferences. Subscribers will find five cartoons in every Student Edition of *Upfront* and one additional cartoon in the Teacher's Edition (this one includes guiding questions for analyzing the cartoon).
- *Upfront's* online college prep supplement offers additional questions for text analysis. This supplement is designed for classes preparing for standardized tests and the rigors of college reading and writing. In the open book portion of the supplement, questions challenge students to make inferences, identify author's purpose, find the main idea, and employ other nonfiction reading strategies. An essay question for each article instructs students to support their response with evidence from the text.

2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

- Authentic nonfiction text features such as headlines and subheadings help students identify the central ideas and key supporting details in an article.
- In the Teacher's Edition, critical thinking, discussion, and quiz questions may ask students to determine the main idea(s) of an article and to explain how central ideas are supported by specific details.
- Questions in the college prep supplement challenge students to determine main ideas and employ other nonfiction reading strategies in conjunction with *Upfront* articles.

3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- The interactions among individuals, events, and ideas underlie every article in *Upfront*. Articles explore such interactions as how the first Persian Gulf War shaped the U.S.'s involvement in the Middle East today and how the Internet is changing what high school students consider cheating. The Teacher's Edition guides students to notice and analyze those intricate connections.
- *Upfront's* experienced writers introduce and develop ideas with polish and skill. Students will recognize text structures such as cause/effect, problem/solution, compare/contrast, and others.
- Teacher's Edition quiz questions may ask students to put events from an article in chronological order, compare or contrast two ideas, or name a cause, effect, problem, or solution from an article.

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 how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- Teacher’s Edition quiz questions may ask students to determine a word’s meaning in the context of an article.
- The Teacher’s Edition’s *Jeopardy*-style game show asks students to recall important facts from the articles, including the meanings of key words.
- *Upfront*’s college prep supplement includes a sentence completion section that requires students to choose the word or set of words that best completes a sentence from the issue.
- *Upfront*’s website now includes definitions for challenging words from the issue.

5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- Articles in the Student Edition offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con, etc.
- Longer articles are broken into sections, with topical subheadings hinting at how key ideas are being developed.
- Students can be encouraged to critique/review *Upfront* articles orally or in writing, evaluating the effectiveness of the author’s writing.

6

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- Texts in the Student Edition are written for varying purposes. News and “Times Past” (history) articles are written to inform, while debates offer arguments meant to persuade—with two experts or stakeholders in an issue presenting two very different positions. Teachers can have students identify the purpose of a piece of text as they read and cite examples of how the rhetoric supports that purpose.
- Questions in the online college prep supplement challenge students to identify the author’s purpose and employ other nonfiction reading strategies in conjunction with *Upfront* articles.

Integration of Knowledge and Ideas

7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- *Upfront*’s website offers videos and slideshows to complement articles in the print issue. Teachers may engage students in discussion on how the media compare and contrast with one another and how each medium contributes to their understanding of the topic.
- *Upfront*’s Teacher’s Edition and website both offer web links to help classes find additional information on topics presented in the magazine. Classes can explore how accounts on these sites differ from accounts in *Upfront*. web links include the vast resources of NYTimes.com, text and multimedia on Grolier Online Encyclopedia, and many other sites.

Integration of Knowledge and Ideas

8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

- Student Edition articles explore topics directly related to the U.S. Constitution and other seminal documents. For example, recent articles have weighed the issues of birthright citizenship (the 14th Amendment), gun control (the 2nd Amendment), and how the Constitution as a whole applies to today's digital age. The Teacher's Edition guides students to analyze the historic document as it relates to the topic at hand.
- The Student Edition's popular history feature, "Times Past," takes a look back at pivotal events and documents from history. Recent examples include the Pentagon Papers and the 19th Amendment, which extended voting rights to women.
- The Teacher's Edition offers critical thinking questions, discussion questions, debate topics, and writing prompts for articles such as those described above. In order to respond to these questions and prompts, students must analyze and evaluate claims made in the text.
- Web links in both the Teacher's Edition and Upfront home page suggest sites where classes can read seminal documents in their entirety.

9

Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- As mentioned in Standard 8, many news articles and features (e.g., "Times Past") explore topics directly related to key documents in U.S. history. The Teacher's Edition guides students to analyze the historic document.
- Web links suggest sites where classes can read the Constitution and other foundational documents in their entirety.

Range of Reading and Level of Text Complexity

10

By the end of grade 11, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 text complexity band independently and proficiently.

- *Upfront* covers a wide range of nonfiction topics relevant to the grades 11–12 curriculum, including national and international news, U.S. and world history, citizenship, science and technology, economics, geography, and more.
- In-text scaffolding is present in the form of headlines and subheads which guide students to focus on key ideas.
- A variety of assessment features in the Teacher's Edition and college prep supplement allow teachers to monitor student comprehension. In the Teacher's Edition, these include critical thinking questions, discussion questions, debate topics, writing prompts, quizzes, and a game show. In the college prep supplement (available online), teachers will find additional article-based quizzes.

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.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s), and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

- The Teacher's Edition offers a compelling writing prompt for each main article in the issue. Many of these prompts call for persuasive writing, such as letters to the editor or persuasive speeches and essays.
- The Teacher's Edition quizzes include open-ended, in-depth questions that often call for persuasive writing. A recent example (connected to a gun control article in the magazine): "Do you think that there should be more or less regulation of firearms? Explain."
- Each Teacher's Edition features an editorial cartoon and dramatic photo for students to analyze, along with questions to guide students' response. Questions may call on students to write persuasively, supporting their views with specific evidence.
- Essay questions in the college prep supplement target a variety of writing genres, including persuasive writing.
- *Upfront* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Persuasive writing is one of several writing categories in the nationwide contest.

Text Types and Purposes

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

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- Student Edition articles are models of polished writing, including the use of metaphor, simile, and analogy.
 - The Teacher's Edition includes a writing prompt for each main article. Prompts often call for informative or explanatory writing tasks. A recent example (following an article on North Korea): "Write an essay comparing the lives of teenagers in North Korea and in the U.S."
 - The quizzes in the Teacher's Edition include in-depth, open-ended questions that often call for students to explain an idea.
 - Essay questions in the college prep supplement target a variety of writing genres, including persuasive writing.
 - *Upfront* 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.

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.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

- The Teacher’s Edition includes writing prompts for main articles, including prompts that challenge students to connect current events or history to their own experiences in narrative fashion.
- The Student Edition includes the column “Voices,” in which teen writers share powerful narratives about personal experiences. Example: In one recent column, a teen described how a social networking disaster nearly ruined her chances at winning a college scholarship. The “Voices” columns provide strong narrative texts for students to use as models.
- *Upfront* 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 Student Edition articles serve as exemplar texts written to specific tasks, purposes, and audiences.

- Writing activities that grow out of questions and prompts in the Teacher’s Edition or college prep supplement can be further developed by following the steps of the writing process.

Production and Distribution of Writing

6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- Students can log on to the *Upfront* website to send letters to the editor, sharing their suggestions or critiques.

Research to Build and Present Knowledge

7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- *Upfront* articles make excellent starting points for secondary-level student research projects. The Teacher's Edition and magazine website both offer web links to help student find online information on topics presented in the magazine.

8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- *Upfront'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 *Upfront* to model note taking, paraphrasing, and citing a source in standard format.
- Each main Student Edition article gives a brief blurb about the reporter/writer, allowing students to assess his or her level of expertise.
- The Teacher's Edition and web page 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 grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge on eighteenth-, nineteenth- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- Apply grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

- 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.

Writing Standards

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10

Range of Writing

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 tasks, purposes, and audiences.

- Some of the varied writing opportunities in *Upfront* (such as writing prompts and open-ended quiz questions) can be completed in a short time frame, while others (such as college prep essay questions and magazine-based research projects) work well as long-term writing tasks.

Speaking and Listening Standards

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1

Comprehension and Collaboration

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the task.

- Timely, high-interest news articles in the Student Edition lend themselves to discussion, which can be carried out as a class, in small groups, or in partnerships. Critical thinking questions and discussion questions in the Teacher's Edition can be used to spark such discourse.
- Regular Student Edition features such as the debate and "The Ethicist" (a column exploring modern-day moral dilemmas) also prompt collaborative discussion in the classroom.
- The debate topics in the Teacher's Edition can be used to stage formal classroom debates or informal conversations in various group formats.
- The editorial cartoon and photo analysis exercises on the last page of the Teacher's Edition can kick off a rousing class discussion.

Comprehension and Collaboration

2

Integrate multiple sources of information presented in diverse formats or media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- In addition to traditional informational texts, each Student Edition includes a variety of infographics (charts, maps, graphs, and diagrams) that present data visually. The Teacher's Edition features an additional graph accompanied by higher-order thinking questions. Students may wish to incorporate these visuals into their own presentations. Sources are cited for all infographics.
- In addition to Student Edition articles and infographics, student presenters can tap into the videos, slideshows, and web links offered on the magazine's website.

3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- The news-related debate topics in the Teacher's Edition can be used to stage formal classroom debates or informal conversations in various group formats. Listeners must be able to identify the speaker's reasons and evidence for his/her arguments.
- *Upfront's* Teacher's Edition facilitates a variety of whole-class and small group discussions (mentioned in Standard 1 of this strand). In addition to speaking clearly and thoughtfully, discussion participants must be active and engaged listeners.

Presentation of Knowledge and Ideas

4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- The photos, videos, and slideshows available on the *Upfront* 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 digital issue can be incorporated into student presentations as visual aids.

Speaking and Listening Standards

Presentation of Knowledge and Ideas

6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11–12 language standards 1 and 3 for specific expectations.)

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- Many teachers opt to have students read articles in *Upfront* aloud, giving students important practice in many aspects of public speaking (controlling volume, pacing, intonation, etc.).
- As described under Standards 1 and 4 above, many questions in the 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.

Language Standards

Conventions of Standard English

1

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

2

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

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- Articles in the Student Edition (both print and digital) exemplify the correct use of English grammar and usage.
 - In the Teacher’s Edition, critical thinking questions, discussion questions, writing prompts, debate prompts, and open-ended quiz questions provide opportunities for writing and speaking using standard conventions of grammar and usage.
 - In *Upfront’s* college prep supplement, an entire section is dedicated to identifying sentence errors in grammar, punctuation, or usage—an exercise very similar to one students will encounter on the SAT and other standardized tests.
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- Articles in the Student Edition (both print and digital) serve as models for correct usage of capitalization, punctuation, and spelling, including the use of hyphenation.
 - In the Teacher’s Edition, critical thinking questions, discussion questions, writing prompts, debate prompts, and open-ended quiz questions provide opportunities for writing and speaking using standard conventions of capitalization, punctuation, and spelling.
 - In *Upfront’s* college prep supplement, an entire section is dedicated to identifying sentence errors in grammar, punctuation, or usage—an exercise very similar to one students will encounter on the SAT and other standardized tests.

Conventions of Standard English

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5

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

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

- Articles in the Student Edition and questions and exercises in the Teacher's Edition and college prep supplement can be used as a basis for writing, speaking, and listening activities in both formal and informal settings.

- Student Edition articles challenge students to make sense of difficult or multiple-meaning words in context.
- Teacher's Edition quiz questions may ask students to determine a word's meaning in the context of an article.
- The Teacher's Edition's *Jeopardy*-style game show asks students to recall important facts from the articles, including the meanings of key words.
- *Upfront's* college prep supplement includes a sentence completion section that requires students to choose the word or set of words that best completes a sentence from the issue.
- *Upfront's* website now includes definitions for challenging words from the issue.

- Upon encountering a word in an article with multiple meanings or connotations, students can use context clues or visit the vocabulary section of the *Upfront* website to choose the best meaning.
- Some Student Edition articles contain examples of hyperbole and other figurative language, which can be used for language instruction.

Language Standards

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Vocabulary Acquisition and Use

6

Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

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

Reading Standards for Literacy in History/Social Studies

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Key Ideas and Details

1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- *Upfront* offers both primary and secondary sources for students to read and analyze. Portions of primary sources are sometimes used to support a topic in the Student Edition. For example, a recent article on the issue of gun control included the text of the Second Amendment, allowing students to decide for themselves what the Founding Fathers intended.
- The Student Edition's history feature, "Times Past," takes a look back at pivotal events and documents from history and sometimes includes portions of related primary source texts.
- Web links in the Teacher's Edition and Upfront home page suggest sites where classes can read primary source documents in their entirety.
- The Teacher's Edition is designed to aid classes in an in-depth analysis of the text. For each main article, the Teacher's Edition offers critical thinking questions, discussion questions, debate topics, and writing prompts. As students respond to these questions and prompts, they are urged to cite evidence from the text to support their views.
- *Upfront* is available in digital format for display on interactive whiteboards, making it easy for students to highlight or underline textual evidence as they answer and discuss review questions.

2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- Nonfiction text features such as headlines and subheadings help students identify the central idea and key supporting details in an article.
- In the Teacher's Edition, critical thinking, discussion, and quiz questions may ask students to determine the main idea(s) of an article and to explain how that central idea is supported by specific details.
- Questions in the college prep supplement challenge students to determine main idea and employ other nonfiction reading strategies in conjunction with *Upfront* articles.

Key Ideas and Details

3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- *Upfront* articles offer historical context for current events, allowing students to analyze the complex causes behind them.
- Many articles raise essential questions that cannot be definitely answered. Recent examples: Is the war in Afghanistan winnable? How should the U.S. treat young people who were brought here illegally as children?
- Critical thinking questions, discussion questions, and other Teacher's Edition features support Student Edition texts, guiding students to analyze cause and effect and other relationships between ideas and events.
- Timelines available on the *Upfront* website help students place news events in historical context.

Craft and Structure

4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- Student Edition articles often include challenging vocabulary linked to the domains of politics, economics, and history/social studies. Some examples from recent issues include bailout, embargo, guerrillas, and McCarthyism.
- Teacher's Edition quiz questions may ask students to determine a word's meaning in the context of an article.
- The Teacher's Edition's *Jeopardy*-style game show asks students to recall important facts from the articles, including the meanings of key words.
- *Upfront's* college prep supplement includes a sentence completion section that requires students to choose the word or set of words that best completes a sentence from the issue.
- *Upfront's* website now includes definitions for challenging words from the issue.

5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- Articles in the Student Edition sometimes use excerpts from the U.S. Constitution and other primary sources, with a focus on what the source means in relation to a current or historical event.

Craft and Structure

6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

- In each Student Edition debate, two writers present opposing positions on an issue. Writers are generally experts in their fields and often represent well-known organizations and universities. A brief blurb is provided for each writer, allowing students to identify how that writer's job or background might have shaped his or her point of view.
- On the *Upfront* website, students can click on a topic to view the texts of all recent related articles. (For example, select "Terrorism" to find 15 articles on that topic from recent years.) Students can explore point of view by comparing and contrasting the approaches taken by authors of different articles.
- Critical thinking questions and discussion questions in the Teacher's Edition as well as questions in the college prep supplement may ask students to identify and analyze a writer's point of view.

Integration of Knowledge and Ideas

7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- The Student Edition includes a regular "Numbers in the News" column that lists interesting statistics related to current events.
- Each Student Edition features numerous photographs, charts, graphs, tables, maps, and editorial cartoons to support and enhance the text. A typical issue includes about 30 photos, 3-4 maps, 3 charts, graphs, or tables, and 5 editorial cartoons.
- Once a year, *Upfront* includes a World Affairs Atlas and Almanac, with charts, graphs, maps, and tables providing information on 195 countries. This can be saved as a student resource.
- Each Teacher's Edition includes a reproducible graph exercise with higher-order thinking questions helping students integrate the graph data with a news article they just read.

Integration of Knowledge and Ideas

8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

- While exploring the debate feature in the Student Edition, students can identify and evaluate the writer's reasons and evidence for his/her argument.

9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- On the *Upfront* website, students can click on a topic to view the texts of all recent related articles. Students can compare and contrast several of these secondary sources.
- After reading an article on a topic, students can use the web links suggested in the Teacher's Edition and on the website to find primary sources and additional secondary sources on the same topic. For example, in one recent issue, students read a "Times Past" history article on the Fall of Saigon. In a supporting Teacher's Edition lesson, they visited a web link featuring veterans' personal reflections on the Vietnam War.

Range of Reading and Level of Text Complexity

10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- *Upfront* covers a wide range of topics relevant to the grades 11-12 history and social studies curriculum, including national and international news, U.S. and world history, citizenship, economics, geography, government types, and more.
- Teachers can monitor student comprehension with *Upfront's* many assessment features. In the Teacher's Edition, these include critical thinking questions, discussion questions, writing and debate prompts, quiz questions (both multiple choice and open-ended), and a fun game show. In the college prep supplement, assessment opportunities include quizzes, essay questions, and more.

Key Ideas and Details

1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

- The Student Edition of *Upfront* often includes exciting science-themed articles. Recent topics have included nuclear energy, global warming, a new discovery about slime mold, and the debate over plastic water bottles, among others.
- The Teacher's Edition is designed to aid classes in an in-depth analysis of the text. For each main article, the Teacher's Edition offers critical thinking questions, discussion questions, debate topics, and writing prompts. As students respond to these questions and prompts, they are urged to cite evidence from the text to support their views.
- *Upfront* is available in digital format for display on interactive whiteboards, making it easy for students to highlight or underline textual evidence as they answer and discuss review questions.

2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- Nonfiction text features such as headlines and subheadings help students identify the central idea and key supporting details in an article.
- When an article is displayed on an interactive whiteboard, teachers can use the shade or spotlight features to isolate a portion of the text for paraphrasing.
- In the Teacher's Edition, critical thinking, discussion, and quiz questions may ask students to determine the main idea(s) of an article and to explain how that central idea is supported by specific details.
- Questions in the college prep supplement challenge students to determine main idea and employ other nonfiction reading strategies in conjunction with *Upfront* articles.

3

Follow precisely a complex, multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

- *Upfront* 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 11-12 texts and topics.

- Science-themed articles in *Upfront* use domain-specific vocabulary in context. Technical words and terms—such as carbon emissions and particulate pollution—are explained within the text and defined in the vocabulary feature on the *Upfront* website.
- Teacher’s Edition quiz questions may ask students to determine a word’s meaning in the context of an article.
- The Teacher’s Edition’s *Jeopardy*-style game show asks students to recall important facts from the articles, including the meanings of key words.
- *Upfront*’s college prep supplement includes a sentence completion section that requires students to choose the word or set of words that best completes a sentence from the issue.
- *Upfront*’s website now includes definitions for challenging words from the issue.

5

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

- Articles in the Student Edition (both print and online) offer varying nonfiction text structures to show the relationships among concepts in a text, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.

6

Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

- Texts in the Student Edition are written for varying purposes. Teachers can have students identify the purpose of a piece of text as they read.
- Some Student Edition articles touch on scientific or technical issues that remain rife with questions, such as the future of nuclear energy.
- Questions in the online college prep supplement may challenge students to identify the author’s purpose in a given text.

Integration of Knowledge and Ideas

7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- The Student Edition features numerous infographics—including diagrams, charts, graphs, and tables—to support and enhance the text.
- The Teacher’s Edition includes a chart or graph (sometimes connected to science, technology, or the environment) with questions calling on students to interpret the data.

8

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

- Critical thinking and discussion questions in the Teacher’s Edition compel students to evaluate the claims made in an article.

Integration of Knowledge and Ideas

9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- The Teacher's Edition and website both offer web links to help classes find online information on topics presented in the magazine. For example, after reading an article about the environmental movement of the 1970s, students were encouraged to visit the E.P.A. website for additional information. Students synthesize information from these multiple sources.
- The *Upfront* web page offers original videos and slideshows on topics from the print magazine. Classes can add contributions from these media formats to their understanding of a scientific or technical topic presented in *Upfront*.

Range of Reading and Level of Text Complexity

10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

- *Upfront* covers a wide range of nonfiction topics relevant to the grades 11-12 curriculum, including science and technology.
- Teachers can monitor student comprehension with *Upfront's* many assessment features. In the Teacher's Edition, these include critical thinking questions, discussion questions, writing and debate prompts, quiz questions (both multiple choice and open-ended), and a fun game show. In the college prep supplement, assessment opportunities include quizzes, essay questions, and more.

Text Types and Purposes

1

Write arguments focused on discipline-specific content.

- a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s), and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

- The Teacher's Edition offers a writing prompt for each main article in the issue. Many of these prompts focus on the disciplines of history/social studies and science/technology. Many call for persuasive writing. A recent example: "Create a public-service announcement poster that encourages your peers to be environmentally conscious."
- The Teacher's Edition also includes open-ended quiz questions, and cartoon and photo response questions that may call for persuasive writing.
- Essay questions in the college prep supplement target a variety of writing genres, including persuasive writing. Essay questions may focus on discipline-specific content.
- *Upfront* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Persuasive writing is one of several writing categories in the nationwide contest.

Text Types and Purposes

2

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

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information, and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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.

- Many Teacher's Edition writing prompts focus on the disciplines of history/social studies and science/technology. Some call for informative or explanatory writing. A recent example: "Interview a war veteran or active-duty soldier in your community. Write an essay describing how and why he or she became a soldier, the reasons for America's involvement in the military conflict, and his or her reflections on military service."
- The Teacher's Edition also includes open-ended quiz questions, and cartoon and photo response questions that may call for informative writing.
- Essay questions in the college prep supplement target a variety of writing genres, including informative writing. Essay questions may focus on discipline-specific content.
- *Upfront* 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.

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

Production and Distribution of Writing

4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

5

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

6

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

7

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

- Student writers can easily link their own multimedia presentations to an article, video, or photo on the *Upfront* website.

- *Upfront* articles on history, social studies, science, and technology make excellent starting points for secondary-level student research projects. The Teacher's Edition and magazine website both offer web links to help students find online information on topics presented in the magazine.

- *Upfront'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 *Upfront* to model note taking, paraphrasing, and citing a source in standard format.
- Each main Student Edition article gives a brief blurb about the reporter/writer, allowing students to assess his or her level of expertise.
- The Teacher's Edition and web page both offer web links to help student writers find additional sources of information on a chosen topic.

Research to Build and Present Knowledge

8

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

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

Range of Writing

9

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 *Upfront* (such as writing prompts and open-ended quiz questions) can be completed in a short time frame, while others (such as college-prep essay questions and magazine-based research projects) work well as long-term writing tasks.

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