



Scope® Meets the Revised TEKS (Grades 6–8)

Scope is aligned with the revised Texas Essential Knowledge and Skills (TEKS) in English Language Arts and Reading, adopted in 2017 for implementation in the 2019–2020 school year. See how this multigenre resource supports all seven TEKS strands through listening, speaking, reading, writing and thinking.

Strand 1: Developing and Sustaining Foundational Language Skills

| TEKS Standard and What It Says | | How Scope Helps Students Meet Expectations |
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| 1. Oral Language The student develops oral language through listening, speaking, and discussion. | 1A—Listen actively. | Scope articles and stories are perfect for class read-alouds. Audio formats allow students to access articles aurally; read-aloud plays let students read text aloud while others listen. |
| | 1B—Follow and give oral instructions. | Instructions for activities can be read aloud to students. |
| | 1C—Present. | Writing prompts at the end of each article offer students opportunities to respond in various oral formats, such as an organized presentation using a slideshow or video, a speech, a public service announcement, etc. |
| | 1D—Discuss. | Our close-reading/critical-thinking questions are perfect for student-led discussions. Lesson plans in the Teacher’s Guide and activities found at Scope Digital such as the Video Discussion Questions, Critical-Thinking Questions, Poetry Analysis, Theme Anticipation Guide, Debates and Fiction Kit are specially designed to engage students in meaningful discourse. Every issue’s Debate feature provides an opportunity to stage a lively classroom debate or informal conversations in various group formats. |
| 2. Vocabulary The student uses newly acquired vocabulary expressively. | 2A—Use print and digital reference materials. | Articles contain academic and domain-specific vocabulary words supported by printable glossaries, audio read-alouds of words and definitions and audiovisual slideshows. |
| | 2B—Use context to determine meaning. | Vocabulary activities allow students to preview challenging words, learn word meanings and practice using new words in context to clarify meaning before reading every article. Students are often required to use newly acquired domain-specific vocabulary when speaking or writing about articles. |

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| <p>3. Fluency</p> <p>The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | <p>3A—Use appropriate fluency.</p> | <p>Read-aloud plays offer many opportunities for students to build fluency by reading out loud in small groups or as a class. Audio read-alouds of articles, stories and poems can also be used to build fluency.</p> |
| <p>4. Self-Sustained Reading</p> <p>The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> | <p>4A—Reading independently.</p> | <p><i>Scope</i> is full of high-interest articles and stories that students are often thrilled to choose for independent reading.</p> |

Strand 2: Comprehension Skills

| TEKS Standard and What It Says | | How <i>Scope</i> Helps Students Meet Expectations |
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| <p>5. Comprehension</p> <p>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> | <p>5A—Establish purpose for reading.</p> | <p>Videos created as pre-reading, knowledge-building activities help students set a purpose for reading.</p> |
| | <p>5B—Generate questions. 5D—Create mental images. 5E—Make connections.</p> | <p>Award-winning, complex writing from top authors gives students rich material to question, discuss, create mental images and make connections.</p> |
| | <p>5C—Make, correct, or confirm predictions using text features and structures. 5F—Make inferences and use evidence. 5G—Evaluate details to determine key ideas. 5H—Synthesize information.</p> | <p>The Core Skills Workout, a set of eight activities available with every issue, develops the following key skills: summarizing, text features, text structures, central ideas and supporting details, text evidence, inference, mood and tone.</p> |
| | <p>5C—Make, correct, or confirm predictions using text features and structures.</p> | <p>Every offering in the magazine includes a rich array of text features (such as photos, illustrations, captions, maps, charts, headlines and subheadings). A variety of genres and text structures appear in every issue, and close-reading questions and genre activities help students understand their characteristics.</p> |

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| <p><i>(continued)</i></p> <p>5. Comprehension</p> <p>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> | 5E—Make connections. | Activities such as the Critical-Thinking Questions, Character Thinking Tool, Genre Exploration and Theme Anticipation Guide prompt students to make connections to personal experiences, other texts and society. Activities in the Teacher’s Guide and online offer ways for students to make connections beyond the articles in the magazine. |
| | 5I—Monitor comprehension. | Close-reading questions are provided in the Teacher’s Guide and online for all major features. For every fiction feature, close-reading questions are printed in the margins on the pages of the magazine, prompting students to delve deeply into specific sentences or paragraphs in the story. Our questions model close-reading questions that students can ask themselves to monitor comprehension as they read any work of fiction. |

Strand 3: Response Skills

| TEKS Standard and What It Says | | How <i>Scope</i> Helps Students Meet Expectations |
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| <p>6. Response Skills</p> <p>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | 6B—Write responses. | <p>The Paired Texts feature in every issue gives students a chance to compare, contrast and synthesize ideas across texts. Videos, text pairings and additional resources that accompany features in the Student Edition give students an opportunity to respond across a variety of sources.</p> <p>Writing prompts at the end of major features and constructed-response questions in various activities ask students to write responses that demonstrate understanding of texts, including comparing sources within and across genres using text evidence to support their responses.</p> |
| | 6C—Use text evidence. | The Text Evidence skills activity (on two levels), part of the Core Skills Workout that comes with every issue, helps students identify and properly use text evidence to support written responses. |
| | 6D—Paraphrase and summarize texts. | The Summarizing activity (on two levels) in the Core Skills Workout with every issue guides students to summarize texts. |
| | 6E—Interact with sources. | Ideas provided in the Teacher’s Guide and at <i>Scope</i> Digital suggest varied and creative ways students can interact with sources. |

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| <p><i>(continued)</i></p> <p>6. Response Skills</p> <p>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | <p>6F—Respond using newly acquired vocabulary.</p> | <p>Vocabulary practice activities and vocabulary slideshows prompt students to use new vocabulary in context. Writing prompts require students to incorporate newly acquired vocabulary in their responses.</p> |
| | <p>6G—Discuss specific ideas.</p> | <p>Close-reading/critical-thinking questions available in the Teacher’s Guide and as printable activities for every feature provide prompts for classroom discussions that delve into the meaning of a text.</p> |
| | <p>6H—Respond orally or in writing.</p> <p>6I—Reflect on and adjust responses.</p> <p>6J (grade 8)—Defend or challenge author’s claims.</p> | <p>The Debate feature in every issue provides students the opportunity to respond to, reflect on, defend and challenge the text using text evidence.</p> |

Strand 4: Multiple Genres

| TEKS Standard and What It Says | | How <i>Scope</i> Helps Students Meet Expectations |
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| <p>7. Literary Elements</p> <p>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> | <p>7A—Theme</p> <p>7B—Character</p> <p>7C—Plot</p> <p>7D—Setting</p> | <p>The lesson plan and featured skill activity often focus on theme, character, plot or setting for the fiction and play selections in each issue.</p> <p>Literary Elements offerings for works of fiction and plays include a Theme Anticipation Guide, Character Thinking Tool and Genre Exploration activity. These, other activities and lesson plans include questions that require students to analyze a story through the lens of various literary elements.</p> |
| <p>8. Genres</p> <p>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | <p>8A—Demonstrate knowledge of literary genres.</p> | <p><i>Scope</i> plays are often adapted from classic short stories, novels, myths, folktales, biographies or significant historical events. Both play and fiction features cover a variety of literary genres, including science fiction, realistic fiction, fantasy, mystery, historical fiction and adventure stories.</p> |
| | <p>8B—Analyze elements of poetry.</p> | <p>Four issues each year feature a poem on its own for analysis. Other issues may include poetry as a text pairing for a feature article. Lesson plans and activities help students analyze the effect of structural and graphical elements of poetry and write their own poems.</p> <p style="text-align: right;"><i>(continued)</i></p> |

Strand 4: Multiple Genres

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| <p>(continued)</p> <p>8. Genres</p> <p>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p> | <p>8C—Analyze how playwrights develop characters and dramatic action.</p> | <p>The plays in every issue familiarize students with the elements and structure of drama (dialogue, staging, scenes, acts, etc.) and how playwrights use them to develop characters and dramatic action.</p> |
| | <p>8D—Analyze characteristics and structures of informational text.</p> | <p>Narrative nonfiction features, paired texts and short informational text articles are included in every issue. Close-reading questions prompt thinking and discussion on characteristics and structural elements, such as key ideas and details, text features and text structure. The Core Skills Workout with every issue includes skills activities on text features and text structure.</p> |
| | <p>8E—Analyze characteristics and structures of argumentative text.</p> | <p>The Debate feature in every issue presents a debate on a hot-button topic for kids in one of two formats: Essay Kit or Scavenger Hunt. Both formats help students analyze characteristics and structures of argumentative text, such as identifying the claim, evidence and counterargument.</p> |
| | <p>8F—Analyze characteristics of multimodal and digital texts.</p> | <p><i>Scope</i> Digital offers HTML versions of the articles—a “magazine view” that allows students to read the magazine digitally on any device. Audio versions of most major features are available.</p> |

Strand 5: Author’s Purpose and Craft

| TEKS Standard and What It Says | | How <i>Scope</i> Helps Students Meet Expectations |
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| <p>9. Author’s Purpose and Craft</p> <p>The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances.</p> | <p>9A—Explain the author’s purpose.</p> | <p>As You Read boxes sometimes prompt readers to think about the author’s purpose as they read. Close-reading and critical-thinking questions often address the author’s purpose.</p> <p style="text-align: right;">(continued)</p> |

Strand 5: Author’s Purpose and Craft

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| (continued) | 9B—Explain how text structure contributes to author’s purpose. | Our text structure activity, which explores how the structure relates to the author’s purpose, is available in the Core Skills Workout with every issue. |
| 9. Author’s Purpose and Craft The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. | 9C—Print and graphic features | Close-reading and critical-thinking questions and questions in other activities explore the author’s choices about print and graphic features and use of figurative language, literary devices, point of view, mood and tone and rhetorical devices to achieve specific purposes. |
| | 9D—Figurative language | |
| | 9E—Literary devices including point of view | |
| | 9F—Mood and tone | |
| | 9G—Rhetorical devices | |

Strand 6: Composition

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| 10. Writing Process The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. | 10—Writing process | Articles, stories and You Write It features serve as mentor texts for using appropriate conventions. Behind-the-Scenes videos often feature the author of an article walking students through his or her writing process. |
| | 10A—Plan drafts. 10B—Develop drafts. 10C—Revise drafts. | Writing prompts and contests for every major feature provide opportunities to use the writing process to plan, develop and revise drafts. |
| | 10D—Edit drafts using standard English conventions. | Grammar reinforcement activities found at <i>Scope Digital</i> help students learn and use standard English conventions. |
| 11. Genres The student uses genre characteristics and craft to compose multiple texts that are meaningful. | 11A—Compose literary texts. | Student Edition writing prompts and contests ask students to compose literary texts, such as narratives and poetry. |
| | 11B—Compose informational texts. | Student Edition writing prompts and contests ask students to compose informational texts based on articles they have read. |

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Strand 6: Composition

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| <p><i>(continued)</i></p> <p>11. Genres</p> <p>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> | <p>11C—Compose argumentative texts.</p> | <p>Every issue includes a Debate feature with a prompt for students to write an argumentative essay. The Essay Kit (on two levels) guides students through composing an argumentative essay. The infographic feature often includes an argumentative-writing prompt.</p> |
| | <p>11D—Compose correspondence.</p> | <p>Writing prompts at the end of features and activities with in-role writing tasks often instruct students to compose a letter to a person, group or fictional character.</p> |

Strand 7: Inquiry and Research

| TEKS Standard and What It Says | | How <i>Scope</i> Helps Students Meet Expectations |
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| <p>12. Inquiry and Research</p> <p>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</p> | <p>12A, 12C—Generate and refine research questions.</p> <p>12B—Develop a plan.</p> <p>12D, 12E, 12F—Identify, gather, differentiate, and synthesize information.</p> <p>12H—Examine sources.</p> <p>12J—Use appropriate mode of delivery to present results.</p> | <p>Activities in the Teacher’s Guide and in “Keep the Learning Going” posts on <i>Scope</i> Digital’s Ideabook ask students to conduct more in-depth research on topics presented in the magazine. Students explore a variety of sources focused around guiding questions before choosing from a list of engaging performance tasks.</p> <p>Resources for print and digital research are provided at <i>Scope</i> Digital to help students identify and gather relevant information from a variety of sources, including primary and secondary sources.</p> |

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