



# Scholastic News® Meets the Revised TEKS (Grade 1)

*Scholastic News* Ed. 1 is aligned with the revised Texas Essential Knowledge and Skills in English Language Arts and Reading, adopted in 2017 for implementation starting with the 2019–2020 school year. See how this nonfiction resource supports all seven TEKS strands through listening, speaking, reading, writing, and thinking. It also supports the Texas Essential Knowledge and Skills in three other key content areas: Math, Science, and Social Studies.

## ENGLISH LANGUAGE ARTS

### Strand 1: Developing and Sustaining Foundational Language Skills

| TEKS Standard and What It Says  | How <i>Scholastic News</i> Ed. 1 Helps Students Meet Expectations |  |
|---|---|--|
| <p><b>1. Oral Language</b></p> <p>The student develops oral language through listening, speaking, and discussion.</p> | <p><b>1A—Listen actively.</b></p>                                 | <p>Articles are perfect for class read-alouds. Students can take turns reading while others listen. Articles are structured in a way that allows for pausing between sections so that students can ask and answer questions. Additionally, digital issues can be read aloud by a narrator. This allows the whole class to practice active listening.</p>   |
|   | <p><b>1B—Follow, restate, and give oral instructions.</b></p>     | <p>Instructions for activities and printables can be read aloud to students. Students can instruct each other in pairs or small-group activities.</p>  |
|   | <p><b>1C—Share information and ideas in a discussion.</b></p>     | <p>Topics covered in the magazine can be used as springboards for moderated discussions among students. Close-reading/critical-thinking questions are provided in lesson plans and on printables.</p>  |
|   | <p><b>1D—Work collaboratively.</b></p>                            | <p>Suggestions throughout the Teacher’s Guide give ideas for using articles for collaborative work. Examples include having discussions about the article, completing collaborative crafts or experiments, playing games in groups or as a class, and recording observations and findings on a chart as a group.</p>   |
|   | <p><b>1E—Develop social communication.</b></p>                    | <p>Articles throughout the school year touch upon social-emotional learning (SEL) and development. September articles are heavily focused on SEL, covering topics such as making new friends, identifying and expressing feelings, and showing respect for oneself and others. Activities such as Making a Feelings Chart, What Would You Do? role play, and Kindness Badges reinforce these SEL topics in fun and interactive ways.</p> |

## Strand 1: Developing and Sustaining Foundational Language Skills

| TEKS Standard and What It Says   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations   |
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| <p><b>2. Beginning Reading and Writing</b></p> <p>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> | <p><b>2A—Demonstrate phonological awareness.</b></p> <p>Printables, games, and activities in the Teacher’s Guide allow students to practice and demonstrate their phonological awareness, notably through rhyming words and distinguishing between long and short vowel sounds.</p>   |
|  | <p><b>2B—Demonstrate and apply phonetic knowledge.</b></p> <p>Each article gives students a chance to practice decoding grade-appropriate words, including compound words, contractions, and words with inflectional endings. Leveling and length of articles increase throughout the year to match students’ growing abilities. Sight-word digital games and printables, such as Color by Sight Word, ask students to identify grade-appropriate, high-frequency words in an engaging format.</p>  |
|  | <p><b>2C—Spell using knowledge of words and patterns.</b></p> <p>Printables and activities provide many authentic opportunities for students to demonstrate spelling knowledge. Digital games test spelling knowledge by asking students to select the correctly spelled word from two options to complete a sentence.</p>  |
|  | <p><b>2D—Demonstrate print awareness.</b></p> <p>Issues provide opportunities for students to show their knowledge of information that a publication may provide, including author and vocabulary words.</p>  |
|  | <p><b>2F—Develop handwriting by printing legibly.</b></p> <p>Printables and activities give students opportunities to write their answers. Printables include more short-answer questions as the school year continues. Lesson plan activities, such as composing a letter or writing an opinion, often require a significant amount of writing.</p>  |
| <p><b>3. Vocabulary</b></p> <p>The student uses newly acquired vocabulary expressively.</p>  | <p><b>3A—Use resources to find words.</b></p> <p>Articles contain grade-appropriate vocabulary words, which are in boldface type and often defined in the article. Students can also click on each bolded word to read or listen to a definition with picture accompaniment. A slideshow of all vocabulary words is also available for each issue. As part of <i>Scholastic News Ed. 1</i>’s (<i>SN1</i>) rich material focused on nonfiction text features, page 4 of the issue sometimes features a glossary, and students are asked to match words to their definitions.</p> |
|  | <p><b>3B—Use illustrations and texts to clarify word meanings.</b></p> <p>Illustrations and photos in each article help to add context and meaning to the article or specific vocabulary within the article. Context clues for challenging vocabulary are provided.</p>   |
|  | <p><b>3C—Identify the meaning of words with affixes.</b></p> <p>Words with affixes <i>-s</i>, <i>-ed</i>, and <i>-ing</i> are found in each article. Context is provided for helping students understand how these suffixes change the meaning of the word.</p>   |

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| <p><i>(continued)</i></p> <p><b>3. Vocabulary</b></p> <p>The student uses newly acquired vocabulary expressively.</p> | <p><b>3D—Identify and use words that name actions, directions, positions, sequences, categories, and locations.</b></p> | <p>Articles are written using sequencing words when appropriate. Printables, such as life-cycle or summarizing pages, ask students to replicate this language. Sorting games require students to sort items according to their category. Games and activities suggested in the Teacher’s Guide often include action, direction, and position words.</p>  |
| <p><b>4. Fluency</b></p> <p>The student reads grade-level text with fluency and comprehension.</p>                    | <p><b>4A—Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</b></p>                   | <p>Students are encouraged to read the articles in <i>SN1</i> aloud to practice fluency. Articles are structured with color-coded boxes and in small sections labeled with subheadings, which allows students to seamlessly take turns reading aloud. Some lesson plans in the Teacher’s Guide, particularly at the beginning of the school year, focus on fluency skills, pointing out key parts of the text and having students read the text multiple times to gain understanding and help all students feel confident in their reading skills.</p> |
| <p><b>5. Self-Sustained Reading</b></p> <p>The student reads grade-appropriate texts independently.</p>               | <p><b>5A—Self-select text and interact independently with text for increasing periods of time.</b></p>                  | <p><i>SN1</i> is full of engaging articles that students are often thrilled to choose for independent reading. The articles increase in length and difficulty throughout the year as students’ stamina for independent reading increases.</p>  |

## Strand 2: Comprehension Skills

| TEKS Standard and What It Says  |   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations  |
|---|---|--|
| <p><b>6. Comprehension</b></p> <p>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> | <p><b>6A—Establish purpose for reading with adult assistance.</b></p> | <p>As You Read prompts at the beginning of each article establish a focus for reading.</p>   |
|   | <p><b>6B—Generate questions with adult assistance.</b></p>            | <p>Watching the article’s accompanying video before reading the article can spark discussion. Instructors can then facilitate a discussion in which students pose questions. Articles are designed in a way that allows for pausing to discuss and pose questions in between sections.</p> |

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| <p><i>(continued)</i></p> <p><b>6. Comprehension</b></p> <p>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> | <p><b>6C—Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</b></p> | <p>All articles include an array of text features (such as photos, captions, maps, charts, headlines, and subheads). Text Feature Hunt printables help students understand the purpose of text features and how to use them to find information. Predictions printables ask students to use prior knowledge to make predictions before reading the article. After reading, they reread the questions to see if their predictions were correct.</p> |
|   | <p><b>6D—Create mental images to deepen understanding with adult assistance.</b></p>  | <p><i>SN1</i>'s rich material allows students to question, discuss, and create mental images while reading.</p>  |
|   | <p><b>6E—Make connections to personal experiences, ideas in other texts, and society with adult assistance.</b></p>                         | <p>Personal connection and reflection are woven into <i>SN1</i>'s articles, videos, activities, and printables. Students are often called upon to write or draw about a personal experience or brainstorm ways they can implement the article's topic into their own life.</p>   |
|   | <p><b>6F—Make inferences and use evidence to support understanding with adult assistance.</b></p>   | <p>Norbert Know-It-All pages are paired with many articles throughout the year. Students must correct Norbert by using evidence from their <i>SN1</i> text. Students can send their responses to Norbert via email—and Norbert will respond.</p>   |
|   | <p><b>6G—Evaluate details to determine what is most important with adult assistance.</b></p>  | <p>On Main Idea and Details printables, students must determine the difference between the article's main idea and supporting details.</p>   |
|   | <p><b>6H—Synthesize information with adult assistance.</b></p>  | <p>Printables and activities provide students with opportunities to show how their thinking was changed by what they learned about in the article.</p>   |
|   | <p><b>6I—Monitor comprehension.</b></p>   | <p><i>SN1</i> provides a comprehensive package of resources to go with each article. These printables, activities, videos, and games provide numerous opportunities to keep tabs on students' comprehension.</p>   |

## Strand 3: Response Skills

| TEKS Standard and What It Says  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations |   |
|---|---|---|
| <p><b>7. Response Skills</b></p> <p>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | <p><b>7A—Describe personal connections.</b></p>                   | <p>Writing prompts and printables that pair with articles ask students to write personal reflections relating to the text they have read.</p>   |
|   | <p><b>7B—Write brief comments on texts.</b></p>                   | <p>Many printables include short-answer questions that ask students to comment on the informational text they read.</p>   |
|   | <p><b>7C—Use text evidence.</b></p>                               | <p>Norbert Know-It-All activities ask students to read Norbert’s letter. Students then use evidence taken directly from the text to respond to Norbert and correct what is not true.</p>  |
|   | <p><b>7D—Retell texts.</b></p>                                    | <p>“Retelling” printables challenge students to summarize the article in the correct order. Life-cycle printables, interactive page 4’s, and digital games ask students to recall the correct order of a process they read about in the text.</p> |
|   | <p><b>7E—Interact with sources.</b></p>                           | <p>Ideas provided in the Teacher’s Guide and online suggest a variety of creative ways for students to interact with source material.</p>   |
|   | <p><b>7F—Respond using newly acquired vocabulary.</b></p>         | <p>Vocabulary printables, games, and slideshows prompt students to use new vocabulary in context. Writing activities require students to incorporate newly acquired vocabulary in their responses.</p>  |

## Strand 4: Multiple Genres

| TEKS Standard and What It Says   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations                                 |  |
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| <p><b>8. Literary Elements</b></p> <p>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p> | <p><b>8A—Theme</b></p> <p><b>8B—Characters</b></p> <p><b>8C—Plot</b></p> <p><b>8D—Setting</b></p> | <p>Featured activities, printables, and discussion prompts often focus on theme, character, plot, or setting as they relate to nonfiction articles. Language arts videos define characters, plot, and setting in an entertaining format.</p> |

## Strand 4: Multiple Genres

| TEKS Standard and What It Says  |   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations  |
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| <p><b>9. Genres</b></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><b>9A—Demonstrate knowledge of characteristics of children’s literature.</b></p> | <p>With paired-texts lessons, students are called upon to recognize differences in fiction and nonfiction. Certain texts, such as a St. Patrick’s Day text, define what a folktale is.</p>   |
|   | <p><b>9B—Explain elements of poetry.</b></p>  | <p>Many <i>SN1</i> articles begin with a poem on the cover to engage readers and help them make predictions about the article’s topic. These poems can also be used to determine rhyming words and similarities between words.</p>   |
|   | <p><b>9D—Recognize characteristics and structures of informational text.</b></p>    | <p>Printables and digital games ask students to identify and differentiate between the main idea and supporting details of the text.</p> <p>Each <i>SN1</i> article contains an array of text features, including subheadings, captions, sidebars, and maps. Text Feature Hunt printables help students use text features to locate and gain information.</p> <p>Time-order words are included in articles in which chronological order is essential to understanding the topic. These words are at the beginning of each section of the article and are often bolded.</p> |
|   | <p><b>9F—Recognize characteristics of multimodal and digital texts.</b></p>         | <p><i>SN1</i>’s digital version offers a “magazine view” that allows students to read the magazine, watch the video, and play an educational game digitally on any device. Audio versions of these major features are also available.</p>  |

## Strand 5: Author’s Purpose and Craft

| TEKS Standard and What It Says   |  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations |
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| <p><b>10. Author’s Purpose and Craft</b></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><b>10A—Discuss the author’s purpose.</b></p> <p>As You Read boxes at the beginning of each article establish a focus for reading, which can prompt discussion about the purpose of the article.</p> |   |

## Strand 5: Author's Purpose and Craft

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|--|---|--|
| <p><i>(continued)</i></p> <p><b>10. Author's Purpose and Craft</b></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><b>10B—Discuss how text structure contributes to author's purpose.</b></p> | <p>Text Feature printables ask students to focus on how headlines, subheads, bold words, and sidebars contribute to an article.</p>  |
|  | <p><b>10C—Discuss print and graphic features.</b></p>                         | <p>Articles and page 4's often include graphics, such as maps, diagrams, charts, and graphs. Text Feature printables ask students to locate captions on photos and to discuss their purpose.</p> |
|  | <p><b>10D—Discuss words that help the reader visualize.</b></p>               | <p>Online games reinforce vocabulary and descriptive words from the article in an interactive format.</p>  |
|  | <p><b>10E—Listen to first- and third-person texts.</b></p>                    | <p>Articles throughout the year are written in both first- and third-person, allowing students to hear both styles.</p>  |

## Strand 6: Composition

| TEKS Standard and What It Says   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations |   |
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| <p><b>11. Writing Process</b></p> <p>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | <p><b>11A—Plan a first draft.</b></p>                             | <p>Articles about popular authors explain the writing process.</p>  |
|  | <p><b>11B—Develop first drafts.</b></p>                           | <p>Writing activities featured in the lesson plans have students begin by generating ideas for their first draft.</p>   |
|  | <p><b>11C—Revise drafts.</b></p>                                  | <p>First drafts are revised and pictures are added as needed.</p>   |
|  | <p><b>11D—Edit drafts using standard English conventions.</b></p> | <p>Printables and games have students review grammar, such as capitalization and punctuation. This is practice for revising their own work and the work of others.</p>                          |
|  | <p><b>11E—Publish and share writing.</b></p>                      | <p>Students can share their completed writing activities with friends and family. Make a Book activities allow students to create their own books, which can be showcased in the classroom.</p> |
| <p><b>12. Genres</b></p> <p>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p>  | <p><b>12A—Dictate or compose literary texts.</b></p>              | <p>Lesson plans sometimes include personal narrative activities, which ask students to write about experiences from their own life as they relate to the article.</p>                           |

## Strand 6: Composition

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| <p><i>(continued)</i></p> <p><b>12. Genres</b></p> <p>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> | <b>12B—Dictate or compose informational texts.</b> | Printables give students practice in composing their own informational texts.  |
|   | <b>12C—Dictate or compose correspondence.</b>      | Writing a letter is included as an activity at least once during the school year (e.g., thank-you letters for Veterans Day). |

## Strand 7: Inquiry and Research

| TEKS Standard and What It Says  |  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations   |
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| <p><b>13. Inquiry and Research</b></p> <p>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</p> | <b>13A—Generate questions.</b>   | Lesson plans include suggestions for prompting students to come up with research questions.   |
|   | <b>13B—Develop and follow a research plan.</b>   | Research activities are provided in the Teacher’s Guide throughout the year. Printables are provided to help guide the student through the research process.                              |
|   | <b>13C—Identify and gather sources.</b>  | Activities encourage students to research an article’s topic by utilizing outside texts and media. Lesson plans emphasize the importance of using proper and reliable nonfiction sources. |
|   | <p><b>13D—Demonstrate understanding of information.</b></p> <p><b>13E—Present results.</b></p> | Printables help students synthesize what they’ve learned. Students can then present their findings in written form or through discussions with classmates.                                |

## MATH

| TEKS Standard and What It Says  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations   |
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| <p><b>4. Numbers and Operations</b></p> <p>The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.</p> | The Money Math skill-builder worksheet in some Student Editions shows U.S. coins visually and by name and asks students to select the correct set of coins to pay for an object without needing change. |

## MATH

| TEKS Standard and What It Says   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations   |
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| <p><b>8. Data Analysis</b></p> <p>The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.</p> | <p>The Read a Graph and Represent and Interpret Data skill-builder worksheets featured in some Student Editions show students information presented in chart or graph form and ask them to answer questions and draw conclusions based on what they understand from the chart/graph. Some of the worksheets also ask students to finish a chart/graph that has been started for them, using the information provided.</p> |

## SCIENCE

| TEKS Standard and What It Says   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations  |
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| <p><b>1. Scientific Investigation and Reasoning</b></p> <p>The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.</p> | <p>Science-focused articles in the Student Edition can inspire new investigations about a topic.</p>   |
|  | <p>Students are encouraged to recycle their copy of <i>SN1</i> each week when they are finished reading it to promote reusing and recycling natural resources like paper.</p>  |
| <p><b>2. Scientific Investigation and Reasoning</b></p> <p>The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.</p>   | <p>Science-focused articles promote discovery and understanding of new topics and the desire to ask questions to learn more about a subject. This desire to learn can inspire further study on a topic read about in the Student Editions.</p>   |
|  | <p>The sequencing activities in the Student Editions, Teacher's Guide, and digital issues help students gain an understanding of how the world works and what may change if one step of a task is completed out of order.</p>  |
|  | <p>The Read a Graph and Represent and Interpret Data activities in select Student Editions often focus on science-related topics. They help students collect, record, and analyze data.</p>  |
| <p><b>3. Scientific Investigation and Reasoning</b></p> <p>The student knows that information and critical thinking are used in scientific problem solving.</p>  | <p>Articles in the Student Edition often focus on science-related topics that promote problem-solving skills, how scientists made their discoveries, and how what they have learned about a subject has changed what we know about the topic.</p> <p style="text-align: right;"><i>(continued)</i></p> |

# SCIENCE

| TEKS Standard and What It Says  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations  |
|---|--|
| <p><i>(continued)</i></p> <p><b>3. Scientific Investigation and Reasoning</b></p> <p>The student knows that information and critical thinking are used in scientific problem solving.</p> | <p>Articles that are focused on science topics help students understand patterns and the idea of “what comes next?” via sequencing activities.</p> <p>Engaging text features in the Student Edition and digital issues offer visual representations of science-related problems to provide further opportunities for students to make predictions on how to solve the problems or show students how the problems can be solved through scientific discovery.</p> <p>Classrooms with an <i>SN1</i> subscription can sign up to receive <i>Science Spin</i><sup>®</sup>, a science-focused magazine.</p> |
| <p><b>5. Matter and Energy</b></p> <p>The student knows that objects have properties and patterns.</p>  | <p>Science-related articles in the Student Editions can help students learn about grade-appropriate science skills, such as what happens when water is heated or freezes.</p> <p>Compare-and-contrast skill-builder worksheets can focus on properties of objects, such as large vs. small and heavy vs. light, and on the varied shapes or colors of objects.</p> <p>Engaging text features in the Student Edition and digital issues provide visual representations of objects and their observable properties to show students similarities and differences between objects.</p>                    |
| <p><b>6. Force, Motion, and Energy</b></p> <p>The student knows that force, motion, and energy are related and are a part of everyday life.</p>   | <p>Articles in the Student Edition and lesson activities in the Teacher’s Guide include material on force, motion, and energy, which can be explored further in a classroom lab.</p> <p>Map-skills activities in select Student Editions can help students gain necessary vocabulary to describe the changes in the location of an object.</p>   |
| <p><b>7. Earth and Space</b></p> <p>The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems.</p>                   | <p>Science-focused articles include topics from the natural world, such as rocks, fossils, and the water cycle. The lesson activities and online videos help further students’ knowledge about these important foundational topics.</p>  |

## SCIENCE

| TEKS Standard and What It Says  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations   |
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| <p><b>8. Earth and Space</b></p> <p>The student knows that the natural world includes the air around us and objects in the sky.</p>   | <p>Many of the science-based articles are focused on weather—weather patterns, changes in weather based on the season, and how and why the weather changes. Lesson activities (particularly those based in sequencing and compare and contrast) as well as online videos and games help further students’ understanding of these important foundational topics.</p> <p>Engaging text features in the Student Edition and digital issues offer visual representations of weather patterns and changes to provide further opportunities for students to gain an understanding of these challenging topics.</p>  |
| <p><b>9. Organisms and Environments</b></p> <p>The student knows that the living environment is composed of relationships between organisms and the life cycles that occur.</p>                 | <p>Articles focused on life cycles, the food chain, and how plants and animals depend upon one another to thrive are often featured in <i>SN1</i>. The lesson activities, particularly those focused on sequencing, help students understand these important cycles and how one change in the cycle could lead to very different results.</p> <p>Compare-and-contrast lesson activities can help students sort and classify living and nonliving things.</p>  |
| <p><b>10. Organisms and Environments</b></p> <p>The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.</p> | <p>Animal families and life cycles of animals are an important part of foundational science knowledge, and articles based on such topics are frequently featured in <i>SN1</i>. Students use Webs and T-Chart skill-builder worksheets to classify traits of animals and animal families and can use Venn diagrams to compare one family with another.</p> <p>Engaging text features in the Student Edition and Digital issues provide visual representations of life cycles to help students see how animals change over time.</p> <p>The sequencing skill-builder worksheets and online game help students examine the life cycles of animals. To assist in this process are online videos featuring this information in addition to articles in the Student Edition.</p> |

## SOCIAL STUDIES

| TEKS Standard and What It Says   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations   |
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| <p><b>1. History</b></p> <p>The student understands the origins of customs, holidays, and celebrations.</p>  | <p>Social studies-focused articles, online videos, and full issues frequently feature community, state, and national holidays, including their origins, current and historical traditions related to the holidays, and how the holidays are celebrated by different groups of people.</p> <p>Students can use compare-and-contrast skill-builder worksheets and online games to sort and classify information about the holidays and how they are observed.</p>   |
| <p><b>2. History</b></p> <p>The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation.</p> | <p>Some articles in the Student Edition focus on the people who have helped shape our communities, states, and nation. It is critical to introduce young students to these important figures so that they can see historical role models and strive to do good deeds in their communities as well.</p> <p>Compare-and-contrast skill-builder worksheets and online games provide an opportunity for students to see similarities and differences in the lives of these influential people.</p>  |
| <p><b>3. History</b></p> <p>The student understands the concepts of time and chronology.</p>   | <p><i>SN1</i> writes both historical and social studies-focused articles, which can spark discussion about past, present, and future.</p> <p>Every Teacher's Guide includes a Calendar Skills page that asks students to fill in missing dates, draw pictures on specific important dates, and answer questions about that month's calendar, such as the day of the week that month starts on and how many days are in a particular month. This page is a great way to begin each month and help build important calendar-reading skills.</p> <p>Historical sequencing activities, both on paper and online, build foundational timeline skills by asking students to put events in order by date from earliest to most recent.</p> |
| <p><b>4. Geography</b></p> <p>The student understands the relative location of places.</p>   | <p>Map-skills worksheets in select Student Editions help students orient themselves on a map and move from one place to another by following a set of directions. These maps feature places (like a classroom) to help students navigate locations they are already familiar with.</p>  |
| <p><b>5. Geography</b></p> <p>The student understands the purpose of maps and globes.</p>  | <p>Map-skills worksheets in select Student Editions help students orient themselves on a map and move from one place to another by following a set of directions. These maps feature places (like a classroom) to help students navigate locations they are already familiar with.</p> <p>Map text features in select Student Editions help students gain an understanding of where article topics take place as well as their location relative to where the student currently lives.</p>  |

## SOCIAL STUDIES

| TEKS Standard and What It Says  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations  |
|---|--|
| <p><b>6. Geography</b></p> <p>The student understands various physical and human characteristics.</p>                                   | <p>Articles in the Student Editions, lesson plans in the Teacher’s Guides, and online content in the digital issues often include information focused on the natural world and the resources that are found within it as well as on how human characteristics are dependent upon where a person is located. T-Chart and web skill-builder worksheets as well as online games can help students organize this information, and reading comprehension skill-builder worksheets can help students recall the information from the text to properly identify physical and human characteristics.</p> |
| <p><b>8. Economics</b></p> <p>The student understands the concepts of goods and services.</p>   | <p>Social studies-focused articles in the Student Editions can include information about relevant goods and services, and the lesson activities in the Teacher’s Guides and digital issues allow students to expand on this knowledge by having them classify and compare/contrast information found in the article.</p>   |
| <p><b>9. Economics</b></p> <p>The student understands the condition of not being able to have all the goods and services one wants.</p> | <p>Social studies-focused articles in the Student Editions can include information about wants and needs. The lesson activities in the Teacher’s Guides and digital issues allow students to expand on this knowledge by having them classify and compare/contrast wants and needs. The articles and online videos can spark class discussions about making good choices or what happens when people cannot have everything they want. Although this is an economics skill, it pairs well with the foundational skill of sharing and not being selfish.</p>                                      |
| <p><b>10. Economics</b></p> <p>The student understands the value of work.</p>   | <p>It is important to <i>SN1</i> to feature many types of jobs in its articles and online videos so that students have the opportunity to learn about various occupations, why they are important, and how workers in these jobs help our communities.</p> <p>After reading these articles or watching these videos, students can use Main Idea and Key Details skill-builder worksheets to show what they learned and can do more focused work like the Using a Diagram skill-builder worksheet to label important parts of a worker’s uniform.</p>   |
| <p><b>11. Government</b></p> <p>The student understands the purpose of rules and laws.</p>  | <p>Some issues feature the important social studies skills of understanding why we have rules and how to follow them. Some articles focus on topics like classroom rules or what to do in case of a fire. These topics often come at the beginning of the year to help teachers set expectations and help students become good citizens.</p> <p>Online videos also feature this information to help show students what it means to follow the rules.</p> <p style="text-align: right;"><i>(continued)</i></p>  |

## SOCIAL STUDIES

| TEKS Standard and What It Says  | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations  |
|---|--|
| <p><i>(continued)</i></p> <p><b>11. Government</b></p> <p>The student understands the purpose of rules and laws.</p>  | <p>Skill-builder worksheets focused on rules allow students to draw examples of what it means to follow rules and how one can be a good citizen by doing so. Thus, students who are not yet confident in their writing can express their understanding in a creative way.</p>  |
| <p><b>12. Government</b></p> <p>The student understands the role of authority figures, public officials, and citizens.</p>  | <p>Articles in the Student Editions can feature topics such as authority figures, roles of public officials, and how to be a good citizen. Lesson activities in the Teacher's Guides and digital issues expand upon this information and build students' foundational skills about governments and why they are important.</p>   |
| <p><b>13. Citizenship</b></p> <p>The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.</p>                                      | <p>Social studies-focused articles in the Student Editions feature biographies of good citizens and the characteristics they possess. Lesson activities and online videos expand on this knowledge to help students recognize and understand the importance of being a good citizen.</p>   |
| <p><b>14. Citizenship</b></p> <p>The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity.</p> | <p>Articles and online videos frequently include information about the symbols, customs, and celebrations that help create our country's national identity. Lesson activities and online videos give students opportunities to study these symbols further and gain a more thorough understanding as to why they are important to the people of the United States.</p>                           |
|   | <p>Calendar Skills handouts in each Teacher's Guide help introduce important symbols as they relate to holidays. Seeing these symbols on the calendar can lead to a class discussion about their origins and why they are important to American culture.</p>   |
| <p><b>15. Culture</b></p> <p>The student understands the importance of family and community beliefs, customs, language, and traditions.</p>   | <p><i>SN1</i> articles promote diversity by highlighting customs and traditions from various communities. Students can use these articles to compare their own experiences with those of the community in the article using compare-and-contrast skill-builder worksheets and interactive charts online. Connecting to students' personal experiences can lead to rich classroom discussion.</p> |

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| TEKS Standard and What It Says   | How <i>Scholastic News Ed. 1</i> Helps Students Meet Expectations   |
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| <p><b>16. Science, Technology, and Society</b></p> <p>The student understands how technology affects daily life, past and present.</p>   | <p>Technology-focused articles in the Student Editions and online videos help show students how technology has changed our lives over time as well as how our lives can continue to change in the future as new technologies emerge. Having an understanding of what our lives were like before certain technologies can help students gain an appreciation of what they have now, and it can also spark a desire to want to discover new technologies as they get older.</p> <p>Compare-and-contrast skill-builder worksheets can help students compare life in the past and present, and predict how it may be in the future.</p> <p>Sequencing activities can show students the change in technology over time.</p>  |
| <p><b>17. Social Studies Skills</b></p> <p>The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</p> | <p><i>SN1</i> consists of social studies-focused articles with rich text features, a digital issue, and online content. This multimedia experience allows students to use multiple intelligences when learning about the information presented in each issue and provides many opportunities to reinforce what they have learned.</p> <p>Lesson activities require students to build an understanding of text features, sequencing, compare/contrast, and media literacy skills to further their understanding of an article.</p> <p>Online games in each digital issue ask students to transfer their print-based knowledge to an online environment. As more classwork and standardized tests move to the computer, being comfortable providing information and answers this way is becoming increasingly important to students' success in the classroom.</p> <p>A focus on text features (images, maps, graphs, charts, diagrams, etc.) provides a fuller picture of a topic and helps struggling readers gain as much knowledge as possible without becoming bogged down in the words of an article. This is especially important for beginning readers who understand the content being presented but struggle to read the words on the page.</p> |

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| <p><b>18. Social Studies Skills</b></p> <p>The student communicates in oral, visual, and written forms.</p> | <p>Lesson activities in each Teacher’s Guide can be done in writing or orally. Students can complete the activities independently, and then participate in a group discussion about their answers.</p>   |
|   | <p>As an extension to the lesson activities, teachers can have students turn the information they placed in graphic organizers into a first draft—using full sentences to demonstrate understanding of the topic and the writing process.</p>  |
|   | <p>Activating prior knowledge of a topic is very important for young learners, so using the Introduce the Topic section of the Teacher’s Guide lesson plans can help students think critically about the topic and join in a discussion, sharing what they already know before reading an article.</p> |
|   | <p>Students are encouraged to always use standard grammatical conventions, spelling, and sentence structure when writing, and <i>SN1</i> serves as a model for standard English.</p>   |

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