



Scholastic News® Meets the Revised TEKS (Grade 2)

Scholastic News Ed. 2 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. 2 Helps Students Meet Expectations | |
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| <p>1. Oral Language</p> <p>The student develops oral language through listening, speaking, and discussion.</p> | <p>1A—Listen actively.</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. Read and Think pages provide critical-thinking questions to ask after each section. Additionally, digital issues can be read aloud by a narrator. This allows the whole class to practice active listening.</p> |
| | <p>1B—Follow, restate, and give oral instructions.</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>1C—Share information and ideas in a discussion.</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>1D—Work collaboratively.</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>1E—Develop social communication.</p> | <p>Articles throughout the school year touch upon social-emotional learning and development. September articles are heavily focused on SEL, covering topics such as growth mindset, making friends, and school citizenship. Activities, such as the What Would You Do? role play, reinforce these SEL topics in fun and interactive ways. They also encourage students to take turns asking and telling.</p> |

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| <p>2. Beginning Reading and Writing</p> <p>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> | <p>2A—Demonstrate phonological awareness.</p> | <p>Printables, games, and activities in the Teacher’s Guide allow students to practice and demonstrate their phonological awareness.</p> |
| | <p>2B—Demonstrate and apply phonetic knowledge.</p> | <p>Each article gives students a chance to practice decoding grade-appropriate words, including compound words, contractions, and words with silent letters. Leveling increases throughout the year to match students’ growing abilities. Digital games ask students to identify grade-appropriate, high-frequency words in an engaging format. Each issue includes a vocabulary printable on which students answer questions about grade-appropriate words from the article.</p> |
| | <p>2C—Spell using knowledge of words and patterns.</p> | <p>Printables, especially opinion and letter-writing printables, provide many 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>3. Vocabulary</p> <p>The student uses newly acquired vocabulary expressively.</p> | <p>3A—Use resources to define words.</p> | <p>Articles contain grade-appropriate vocabulary words, which are in boldface type and often defined in the article. As part of each online issue, students can click on a bolded word to read or listen to a definition with picture accompaniment. An online slideshow of all vocabulary words is also available for each issue. As part of <i>Scholastic News Ed. 2’s</i> (SN2) 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>3B—Use context to determine word meanings.</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>3C—Identify the meaning of words with affixes.</p> | <p>Words with affixes <i>-un, -re, -ly, -er, -est, and -ion/tion/sion</i> are found in each article. Context is provided for helping students understand how these prefixes and suffixes change the meaning of the word.</p> |
| | <p>3D—Identify, use, and explain the meanings of antonyms, synonyms, idioms, and homographs.</p> | <p>Vocabulary printables sometimes ask students to select the synonyms of vocabulary words. SN2 has a video that explains what idioms are and gives examples.</p> |

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| <p>4. Fluency</p> <p>The student reads grade-level text with fluency and comprehension.</p> | <p>4A—Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> | <p>Students are encouraged to read the articles in <i>SN2</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>5. Self-Sustained Reading</p> <p>The student reads grade-appropriate texts independently.</p> | <p>5A—Self-select text and read independently for a sustained period of time.</p> | <p><i>SN2</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. Suggestions for specific grade-appropriate books for paired-text (fiction/nonfiction) lessons are provided when applicable.</p> |

Strand 2: Comprehension Skills

| TEKS Standard and What It Says | | How <i>Scholastic News Ed. 2</i> Helps Students Meet Expectations |
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| <p>6. Comprehension</p> <p>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> | <p>6A—Establish purpose for reading.</p> | <p>As You Read prompts at the beginning of each article establish a focus for reading.</p> |
| | <p>6B—Generate questions.</p> | <p>Read and Think and Reading Checkpoint printables are included with each article. These assets include questions that can be asked during and after reading the article. Writing activities challenge students’ comprehension of the text and provide them the opportunity to ask their own questions.</p> |
| | <p>6C—Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</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>6D—Create mental images.</p> | <p><i>SN2</i>’s rich material allows students to question, discuss, and create mental images while reading.</p> |

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| <p><i>(continued)</i></p> <p>6. Comprehension</p> <p>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p> | 6E—Make connections to personal experiences, ideas in other texts, and society. | Personal connection and reflection are woven into <i>SN2</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 connect the article's topic to their own lives. |
| | 6F—Make inferences and use evidence to support understanding. | Tammi the Text Detective printables ask students to find specific evidence from the text to support their answers. |
| | 6G—Evaluate details to determine key ideas. | Reading Checkpoint printables are included with each article. The questions assess students' understanding of key details. Online games ask about key details in a fun, interactive format. |
| | 6H—Synthesize information. | Printables and activities provide students with opportunities to show how their thinking was changed by what they learned about in the article. |
| | 6I—Monitor comprehension. | The Skills Tracker, available on the digital issues' main page, helps students and teachers keep tabs on comprehension. |

Strand 3: Response Skills

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| <p>7. Response Skills</p> <p>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | 7A—Describe personal connections. | Writing prompts and printables that pair with articles ask students to write personal reflections relating to the text they have read. |
| | 7B—Write brief comments on texts that demonstrate understanding. | Printables like Read and Think and Five W's and an H challenge students to write about the text during and after reading it to demonstrate their understanding. |
| | 7C—Use text evidence. | Tammi the Text Detective printables ask students to use evidence taken directly from the text to support their answers. |
| | 7D—Retell texts. | Retelling and letter-writing printables challenge students to summarize an article in the correct order. Life-cycle printables, interactive page 4's, and digital games ask students to recall the logical order of a process they read about in the text. |

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| <p><i>(continued)</i></p> <p>7. Response Skills</p> <p>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> | <p>7E—Interact with sources.</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>7F—Respond using newly acquired vocabulary.</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. 2</i> Helps Students Meet Expectations | |
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| <p>8. 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>8A—Theme</p> <p>8B—Characters</p> <p>8C—Plot</p> <p>8D—Setting</p> | <p>Featured activities, printables, and discussion prompts 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> |
| <p>9. 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>9A—Demonstrate knowledge of characteristics of children’s literature.</p> | <p>With paired-text lessons, students are called upon to recognize differences between fiction and nonfiction. Certain texts, such as a St. Patrick’s Day text, define what a folktale is.</p> |
| | <p>9B—Explain elements of poetry.</p> | <p>Some <i>SN2</i> articles begin with a poem on the cover to engage readers and help them make predictions about an article’s topic. These poems can also be used to determine rhyming words and similarities between words.</p> |
| | <p>9C—Discuss elements of drama.</p> | <p>Role-playing printables, such as Be a Reporter, ask students to write dialogue based on the <i>SN2</i> text and then act it out.</p> |

Strand 4: Multiple Genres

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| <p><i>(continued)</i></p> <p>9. 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>9D—Recognize characteristics and structures of informational text.</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 SN2 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. For certain articles, printables and activities require that students identify and differentiate between cause and effect.</p> |
| | <p>9F—Recognize characteristics of multimodal and digital texts.</p> | <p>SN2 Digital offers a “magazine view” that allows students to read the magazine, watch the video, and play a game digitally on any device. Audio versions of these major features are also available.</p> |

Strand 5: Author’s Purpose and Craft

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| <p>10. 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>10A—Discuss the author’s purpose.</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> |
| | <p>10B—Discuss how text structure contributes to the author’s purpose.</p> | <p>Text Feature printables ask students to focus on how headlines, subheads, bold words, and sidebars contribute to an article.</p> |
| | <p>10C—Discuss print and graphic features.</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>10D—Discuss descriptive, literal, and figurative language.</p> | <p>Online games reinforce vocabulary from the article in an interactive format. Certain printables have students use descriptive words from the article in their writing.</p> |
| | <p>10E—Identify first- and third-person texts.</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. 2</i> Helps Students Meet Expectations |
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| <p>11. Writing Process</p> <p>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> | 11A—Plan a first draft. | Articles about popular authors explain the writing process. |
| | 11B—Develop first drafts. | Writing activities featured in the lesson plans have students begin by generating ideas for their first drafts. |
| | 11C—Revise drafts. | First drafts are revised and pictures are added as needed. |
| | 11D—Edit drafts using standard English conventions. | 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. |
| | 11E—Publish and share writing. | Students can share their completed writing activities with friends and family. |
| <p>12. Genres</p> <p>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p> | 12A—Compose literary texts. | <i>SN2</i> writing activities often focus on personal narrative, asking students to write about experiences from their own lives as they relate to the article. |
| | 12B—Compose informational texts. | Many printables let students practice writing informational texts using their <i>SN2</i> article as a source. |
| | 12C—Compose correspondence. | 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

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| 13. Inquiry and Research The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. | 13A—Generate questions. | Lesson plans include suggestions for prompting students to come up with research questions. |
| | 13B—Develop and follow a research plan. | Behind the Scenes videos introduce students to the process of developing a research plan. |
| | 13C—Identify and gather sources. | Activities encourage students to research an article’s topic by utilizing outside texts and media. |
| | 13E—Demonstrate understanding of information. 13G—Present results. | 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. 2</i> Helps Students Meet Expectations |
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| 10. Data Analysis The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. | The Read a Graph and Represent and Interpret Data skill-builder worksheets featured in most 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. |

SCIENCE

| TEKS Standard and What It Says | How <i>Scholastic News Ed. 2</i> Helps |
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| 1. Scientific Investigation and Reasoning The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. | Science-focused articles in the Student Edition can inspire new investigations about a topic. |
| | Students are encouraged to recycle their copy of <i>SN2</i> each week when they are finished reading it to promote reusing and recycling natural resources like paper. |

SCIENCE

| TEKS Standard and What It Says | How <i>Scholastic News Ed. 2</i> Helps Students Meet Expectations |
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| <p>2. Scientific Investigation and Reasoning</p> <p>The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.</p> | <p>Science-focused articles in <i>SN2</i> promote discovery and understanding of new topics and the desire to ask questions to learn more about a subject. This desire to learn can provoke 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>3. Scientific Investigation and Reasoning</p> <p>The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.</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 is known about the topic.</p> |
| | <p>Articles in <i>SN2</i> that are focused on science topics help students understand patterns and the idea of “what comes next?” via sequencing activities.</p> |
| | <p>Students use problem/solution and cause/effect activities in the Teacher’s Guides and digital issues to understand how everything is related and that if one piece of the puzzle changes, it can cause other things to fall out of place.</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>SN2</i> subscription can sign up to receive <i>Science Spin</i>[®], a science-focused magazine.</p> |

SCIENCE

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| <p>5. Matter and Energy</p> <p>The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used.</p> | <p>Science-related articles in the Student Editions can help students learn about grade-appropriate science skills, such as the physical properties of matter and how to describe matter, as well as how it can be changed or used.</p> <p>Compare-and-contrast skill-builder worksheets can focus on properties of objects, such as shape, weight (mass), temperature, texture, etc., as well as looking at changes in properties when the temperature of things changes.</p> <p>Engaging text features in the Student Edition and digital issues as well as online videos provide visual representations of objects and their observable properties to show students similarities and differences between objects.</p> |
| <p>7. Earth and Space</p> <p>The student knows that the natural world includes earth materials.</p> | <p>Science-focused articles in <i>SN2</i> include topics from the natural world, such as rocks and water. Lesson activities and online videos help further students' knowledge about these important foundational topics and the difference between them and human-made objects.</p> |
| <p>8. Earth and Space</p> <p>The student knows that there are recognizable patterns in the natural world and among objects in the sky.</p> | <p>Many of the science-based articles in <i>SN2</i> focus on weather—weather patterns, changes in weather based on the season, and how and why the weather changes. Lesson activities (particularly those related to sequencing and compare and contrast) as well as online videos and games help further students' understanding of these important foundational topics.</p> <p>Students begin to record and represent weather information using maps and graphs.</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>Articles and sequencing lesson activities can also focus on water and moon cycles.</p> |
| <p>9. Organisms and Environments</p> <p>The student knows that living organisms have basic needs that must be met for them to survive within their environment.</p> | <p>Articles focused on food cycles and the basic needs of plants and animals are often featured in <i>SN2</i>. The lesson activities, particularly those focused on sequencing, help students understand these important cycles and how one change in the cycle could cause big changes.</p> <p>Compare-and-contrast lesson activities can help students identify common factors that plants and animals need to survive. Cause-and-effect activities can help students understand why these factors are so important.</p> |

SCIENCE

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| <p>10. Organisms and Environments</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 and plant adaptations are an important part of foundational science knowledge, and articles based on these topics are frequently featured in <i>SN2</i>. Students use webs and T-Chart skill-builder worksheets to classify traits of animals and plants and can use Venn diagrams to compare one type of plant or animal with another.</p> |
| | <p>Engaging text features in the Student Edition and digital issues provide visual representations of animal and plant structures and processes to help students see how these change over time and what plants and need to do to survive in the wild.</p> |
| | <p>Sequencing skill-builder worksheets and online games help students understand how these processes work and why they take place in a specific order. Students can also watch online videos featuring this information, in addition to reading articles in the Student Edition.</p> |

SOCIAL STUDIES

| TEKS Standard and What It Says | How <i>Scholastic News Ed. 2</i> Helps Students Meet Expectations |
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| <p>1. History</p> <p>The student understands the historical significance of landmarks and celebrations in the community, state, and nation.</p> | <p>Social studies-focused articles, online videos, and full issues of <i>SN2</i> frequently feature community, state, and national holidays and celebrations. Issues can also feature informational articles about historical landmarks.</p> |
| | <p>Students can use compare-and-contrast skill-builder worksheets and online games to sort and classify information about holidays and landmarks and their significance.</p> |
| <p>2. History</p> <p>The student understands the concepts of time and chronology.</p> | <p><i>SN2</i> writes both historical and social studies-focused articles, which can spark discussion about the past, present, and future.</p> |
| | <p>Social studies-focused articles and activities work to build and solidify important academic vocabulary related to chronology and the passage of time.</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> |

SOCIAL STUDIES

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| <p>4. History</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 important to introduce young students to these important figures so 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>5. Geography</p> <p>The student uses simple geographic tools such as maps and globes.</p> | <p>Map-skills activities 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 and how these locations may differ from where the students are currently located. Students can also use these maps to analyze information related to the text and explore the topic further.</p> |
| <p>6. Geography</p> <p>The student understands the locations and characteristics of places and regions in the community, state, and nation.</p> | <p>State, country, and world maps are a frequent text feature in <i>SN2</i>. These maps help students understand locations as well as characteristics about a specific place on a map. Through guided question activities in the Student Edition and Teacher's Guides, students can interpret these maps and gain a better understanding of what each one represents.</p> |
| <p>6. Geography</p> <p>The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.</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. Web and graphic organizer skill-builder worksheets as well as online games can help students organize this information. Reading comprehension skill-builder worksheets (particularly those that make use of map text features) can help students recall the information from the text to properly identify physical and human characteristics, such as weather patterns, natural resources and hazards, and what different communities look like.</p> |

SOCIAL STUDIES

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|--|---|
| <p>8. Geography</p> <p>The student understands how humans use and modify the physical environment.</p> | <p><i>SN2</i> helps students better understand the world around them by featuring articles and online videos that show how humans have changed their environments. Compare/contrast, problem/solution, and cause/effect skill-builder worksheets help students organize and analyze this information for further discussion about the positives and negatives related to these changes.</p> |
| <p>9. Economics</p> <p>The student understands the value of work.</p> | <p>It is important to <i>SN2</i> to feature many types of jobs in its articles and online videos so that students have the opportunity to learn about various occupations and why working allows people to have money to spend on, or save for, goods and services.</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 on income saving and spending by interpreting charts and graphs that relate to income.</p> |
| <p>10. Economics</p> <p>The student understands the roles of producers and consumers in the production of goods and services.</p> | <p>Social studies-focused articles in the Student Editions of <i>SN2</i> can include information about producers and consumers, as well as show how a product is made, 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>Students can also use sequencing activities and text features, like diagrams, to explain the process of how a product is made.</p> |
| <p>11. Government</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>Some issues feature articles and videos about governments and their roles and functions. Articles and lesson activities often focus on community services provided by the government, such as libraries, schools, and the fire department. Students can classify and compare the functions of these services and how they help the community.</p> |

SOCIAL STUDIES

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| <p>12. Government</p> <p>The student understands the role of public officials.</p> | <p>Articles in the Student Editions can feature articles about important public officials in the United States, particularly the President. Information discussed in these articles includes how a person gets to be the President (getting elected). Lesson activities in the Teacher’s Guides and digital issues expand upon this information and build students’ foundational skills about public officials and why they are necessary to help our communities, states, and nation run.</p> |
| <p>13. Citizenship</p> <p>The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.</p> | <p>It is important to convey to young students the characteristics of being a good citizen, such as being truthful, respectful, taking responsibility, and believing in equality for all. <i>SN2</i> reminds students of these characteristics in many articles and issues to help students build a foundation for being good citizens later in life. Lesson activities and online videos expand on this knowledge to help students recognize and understand the importance of being a good citizen.</p> |
| <p>14. Citizenship</p> <p>The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.</p> | <p><i>SN2</i> 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>16. Culture</p> <p>The student understands ethnic and/or cultural celebrations.</p> | <p><i>SN2</i> articles promote diversity by highlighting customs, traditions, and cultural celebrations from various communities in the issues. Students can use these articles to compare their own experiences with those of the community spotlighted 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> |

SOCIAL STUDIES

| TEKS Standard and What It Says | How <i>Scholastic News Ed. 2</i> Helps Students Meet Expectations |
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| <p>17. Science, Technology, and Society</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 in the digital issues 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 (particularly in relation to communication, transportation, and recreation) can help students gain an appreciation of what they have now, and it can also spark a desire 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>18. Social Studies Skills</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>SN2 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 them many opportunities to reinforce what they have learned.</p> <p>Lesson activities require students to use text features, sequencing, main idea and key details, predicting, 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 and avoid getting 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> |

SOCIAL STUDIES

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|---|---|
| <p>19. Social Studies Skills</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>The majority of the lesson activities in the Teacher’s Guide and bonus materials in the digital issue center on graphic organizers. Finding ways to present information in a clear and organized fashion is very important for young students, and providing this foundation allows students to spend more time analyzing what they have read and less time figuring out how to get it on paper.</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. Before students read an article, the Introduce the Topic section of the Teacher’s Guide lesson plans can help them think critically about the topic and join in a discussion, sharing what they already know.</p> |
| | <p>Students are encouraged to always use standard grammar, spelling, and sentence structure when writing, and <i>SN2</i> serves as a model for standard English.</p> |

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