



Scholastic News® Grade 3 Meets TEKS

Scholastic News is not just a rich source of gripping nonfiction and current events; it also supports the Texas Essential Knowledge and Skills in three key content areas. The exceptional range of features in each issue meets multiple strands in the English Language Arts and Reading, Science, and Social Studies content areas of the standards.

ENGLISH LANGUAGE ARTS		
TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>SCHOLASTIC NEWS</i> GRADE 3 MEETS THIS STANDARD
(1) Reading/Beginning Reading Skills/Phonics	Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.	<ul style="list-style-type: none"> • Students are encouraged to read the articles in <i>Scholastic News</i> (SN) aloud (or silently as the teacher reads aloud/students listen to the recording of the article via the Digital Edition of the magazine) in order to best decode the words on the page. • The articles in the Student Edition are written at an appropriate Lexile® level for third grade students. A lower level of the cover story is also available on the <i>Scholastic News</i> website for differentiated instruction. • Challenging vocabulary is presented in the Words to Know slideshow, which provides a definition, an image of the word, the word used in a sentence to show its context, and a pronunciation. • Mini-Lessons in the Student Edition focus on a new phonics/grammar skill in each issue.
(2) Reading/Beginning Reading Skills/Strategies	Students comprehend a variety of texts drawing on useful strategies as needed.	<ul style="list-style-type: none"> • The Preparing to Read section of the Teacher’s Guide provides before-reading activities to help students better comprehend the cover story. • Close-Reading Questions in the Teacher’s Guide help students think critically about articles and further their understanding of the topic at hand. • Text features in the Student Edition and topic-specific videos on the SN website offer more opportunities for student understanding and comprehension.
(3) Reading/Fluency	Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade level-appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<ul style="list-style-type: none"> • Students are encouraged to read the articles in SN aloud in order to improve their fluency when reading. • The Text-to-Speech feature on the digital edition lets students listen to the article read aloud with appropriate rate, expression, and phrasing.

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(4) Reading/Vocabulary Development	Students understand new vocabulary and use it when reading and writing.	<ul style="list-style-type: none"> • Articles in <i>SN</i> use grade-level academic and domain-specific vocabulary. Challenging words are bolded and defined in the Student Edition. • Challenging vocabulary is presented in the Words to Know slideshow, which provides a definition, an image of the word, the word used in a sentence to show its context, and a pronunciation. • Mini-Lessons in the Student Edition focus on a new phonics/grammar skill in each issue. • The News Review activity in the Student Edition provides an opportunity to reinforce comprehension of some of the words used in the cover story. • To focus on specific vocabulary words, teachers can use the What's the Word? graphic organizer for any article in <i>SN</i>.
(11) Reading/ Comprehension of Text/ Independent Reading	Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order.	<ul style="list-style-type: none"> • Students are encouraged to read <i>SN</i> on their own for enjoyment as well as to complete the lesson activities about specific articles to show their understanding.
(12) Reading/ Comprehension of Informational Text/ Culture and History	Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purpose in writing the text.	<ul style="list-style-type: none"> • Close-Reading Questions, Reading Comprehension in the News Review, lesson skill sheets, and Be A Quiz Whiz often ask students to identify the author's purpose for writing the article.

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(13) Reading/ Comprehension of Informational Text/ Expository Text	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	<ul style="list-style-type: none"> Close-Reading Questions, lesson skill sheets, and Be a Quiz Whiz support this standard by focusing students toward answering questions regarding main idea, key details, inferencing, and drawing conclusions about the cover story and other articles in <i>SN</i>. Practice Tests on the <i>SN</i> website include informational texts and questions to assess students' comprehension and understanding. Cause and effect is frequently covered as a lesson focus in the Teacher's Guide. Text features in the Student Edition, including bold print, captions, maps, and sidebars, give students practice in locating information and making and verifying predictions about contents of text. Topic-specific videos on the <i>SN</i> website offer more opportunities for student understanding and comprehension.
(14) Reading/ Comprehension of Informational Text/ Persuasive Text	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	<ul style="list-style-type: none"> The Debate It feature in the Student Edition and the corresponding What's Your Opinion? skills sheet online allow students to read two sides of a debate, analyze the arguments, and support a side using evidence from the text.
(16) Reading/Media Literacy	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	<ul style="list-style-type: none"> Text features in the Student Edition and topic-specific videos on the <i>SN</i> website offer more opportunities for student understanding and comprehension.
(17) Writing/Writing Process	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	<ul style="list-style-type: none"> The skill sheets and graphic organizers found in the Teacher's Guide and the <i>SN</i> website offer many opportunities for students to plan, write, and revise their work.
(20) Writing/Expository and Procedural Texts	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	<ul style="list-style-type: none"> The skill sheets and graphic organizers found in the Teacher's Guide and the <i>SN</i> website offer many opportunities for students to write and respond to expository texts in order to show a thorough understanding of the articles in the Student Edition. Practice Tests on the <i>SN</i> website include a Performance Task, which asks students to respond to a text-based writing prompt.

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(21) Writing/Persuasive Texts	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	<ul style="list-style-type: none"> • The Debate It feature in the Student Edition and the corresponding skill sheets in the Teacher’s Guide allow students to read two sides of a debate, analyze the arguments, and support a side in writing using evidence from the text. Students can then share their responses with a small group or as a class.
(22) Oral and Written Conventions/Conventions	Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.	<ul style="list-style-type: none"> • The Student Edition serves as a model of standard English grammar and usage. • Mini-Lessons in the Student Edition focus on a new phonics/grammar skill in each issue. • Students are encouraged to use standard English grammar and usage when completing the lesson activities.
(23) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	<ul style="list-style-type: none"> • The Student Edition serves as a model of standard English capitalization and punctuation rules. • Students are encouraged to use standard English capitalization and punctuation conventions when completing the lesson activities.
(24) Oral and Written Conventions/Spelling	Students spell correctly.	<ul style="list-style-type: none"> • The Student Edition serves as a model of standard English spelling. • Students are encouraged to use standard English spelling when completing the lesson activities and to use the Student Edition as a guide to spelling challenging words.
(29) Listening and Speaking/Listening	Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	<ul style="list-style-type: none"> • The Close-Reading Questions can be presented orally by the teacher to encourage students to listen carefully to the question and then to their classmates’ responses. • The Digital Edition includes an audio version of the Cover Story for students to listen to. • Students can participate in a discussion about the Debate It topic.
(30) Listening and Speaking/Speaking	Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	<ul style="list-style-type: none"> • Students are encouraged to participate in class discussions of the Cover Story, Debate It, and other articles in the Student Edition. • Students’ responses to opinion-writing skill sheets can be presented orally to spark new discussion about a debate topic. Students can also participate in an online poll, where responses are shown in graph and percentage form.

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(31) Listening and Speaking/Teamwork	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	<ul style="list-style-type: none"> • Activities in the Teacher’s Guide can be completed in small groups as well as individually to promote teamwork. • Discussions about articles in the Student Edition can be done in pairs, small groups, or as a whole class.

SCIENCE

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>SCHOLASTIC NEWS</i> GRADE 3 MEETS THIS STANDARD
(1) Scientific Investigation and Reasoning	The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices.	<ul style="list-style-type: none"> • Science-focused articles in the Student Edition can spurn new investigations about a topic. • Students are encouraged to recycle their copy of <i>SN</i> each week when they are finished reading it in order to promote environmentally appropriate and ethical practices.
(3) Scientific Investigation and Reasoning	The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.	<ul style="list-style-type: none"> • Articles in the Student Edition often focus on science-related topics that promote problem-solving skills and how scientists made their discoveries. • Close-Reading Questions and skill sheets ask students to use comprehension and inferencing skills to further their understanding of a science topic. • Students use strategies like cause and effect and compare/contrast to further explore scientific topics.
(6) Force, Motion, and Energy	The student knows that forces cause change and that energy exists in many forms.	<ul style="list-style-type: none"> • Articles in the Student Edition and lesson activities in the Teacher’s Guide include material on forces and energy, which can be explored further in a classroom lab.
(7) Earth and Space	The student knows that Earth consists of natural resources and its surface is constantly changing.	<ul style="list-style-type: none"> • Articles in the Student Edition and lesson activities in the Teacher’s Guide often include material focused on Earth and space, particularly on natural disasters, landforms on the Earth’s surface, and natural resources.
(8) Earth and Space	The student knows there are recognizable patterns in the natural world and among objects in the sky.	<ul style="list-style-type: none"> • Articles in the Student Edition and lesson activities in the Teacher’s Guide often include material focused on Earth and space.

SCIENCE

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>SCHOLASTIC NEWS</i> GRADE 3 MEETS THIS STANDARD
(9) Organisms and Environments	The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within their environments.	<ul style="list-style-type: none"> Articles in the Student Edition and lesson activities in the Teacher’s Guide often include material focused on organisms and environments, including physical environments and ecosystems, the food chain, and environmental changes.
(10) Organisms and Environments	The student knows that organisms undergo similar life processes and have structures that help them survive within their environments.	<ul style="list-style-type: none"> Articles in the Student Edition and lesson activities in the Teacher’s Guide often include material focused on organisms and environments, including animal and plant life and the life cycle.

SOCIAL STUDIES

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>SCHOLASTIC NEWS</i> GRADE 3 MEETS THIS STANDARD
(1) History	The student understands how individuals, events, and ideas have influenced the history of various communities.	<ul style="list-style-type: none"> Social Studies-focused articles in the Student Editions often discuss historical and current individuals/groups, events, and ideas. The lesson plan activities in the Teacher’s Guides for these articles frequently ask students to think critically about these influential people and moments which had an impact on current communities. The Brain Builder activity on the cover of the Student Edition allows students to access prior knowledge and make predictions about a historical cover story. Online videos on the <i>SN</i> website give students more opportunities to learn about a historical individual or event. Text features in the Student Editions provide additional resources for students to learn about historical individuals and events.
(2) History	The student understands common characteristics of communities, past and present.	<ul style="list-style-type: none"> Social Studies articles in the Student Editions can focus on the creation of communities, how they change over time, and the needs of a community (government, education, transportation, etc.). The lesson plan activities in the Teacher’s Guides for these articles frequently ask students to think critically and use strategies such as sequencing, cause and effect, and compare/contrast to further students’ understanding.
(3) History	The student understands the concepts of time and chronology.	<ul style="list-style-type: none"> History-focused articles in the Student Editions employ academic and domain-specific vocabulary. Sequencing and timeline lesson activities show the importance of chronology. Timeline text features allow students to follow along with event chronology while they read.

SOCIAL STUDIES

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>SCHOLASTIC NEWS GRADE 3</i> MEETS THIS STANDARD
(10) Government	The student understands important ideas in historical documents at various levels of government.	<ul style="list-style-type: none"> U.S. history-focused articles frequently include information on the formation of the country, such as the importance of the Declaration of Independence and the U.S. Constitution. Lesson activities and online videos help to further students' understanding of the significance of these documents to the U.S.
(11) Citizenship	The student understands characteristics of good citizenship as exemplified by historical and contemporary figures.	<ul style="list-style-type: none"> Social Studies-focused articles in the Student Editions feature biographies of good citizens and the characteristics they possess. Lesson activities (including primary source documents from important individuals) and online videos expand on this knowledge to help students recognize and understand the importance of being a good citizen.
(12) Citizenship	The student understands the impact of individual and group decisions on communities in a constitutional republic.	<ul style="list-style-type: none"> Articles in the Student Edition can also show community changes over time that are the result of individual/group decisions and hopefully improve the community. Lesson activities can be expanded to show students how they can help others in their own community through working with local nonprofit organizations.
(13) Culture	The student understands ethnic and/or cultural celebrations of the local community and other communities.	<ul style="list-style-type: none"> <i>SN</i> promotes diversity through highlighting celebrations from various communities. Students can use these articles to compare their own experiences with those of the community in the article. This can lead to rich classroom discussion.
(14) Culture	The student understands the role of heroes in shaping the culture of communities, the state, and the nation.	<ul style="list-style-type: none"> Social Studies-focused articles in the Student Editions feature biographies of those deemed heroes and their importance to their communities. Lesson activities (including primary source documents from important individuals) and online videos expand on this knowledge to help students recognize the impact these individuals have.
(15) Culture	The student understands the importance of writers and artists to the cultural heritage of communities.	<ul style="list-style-type: none"> Social Studies-focused articles in the Student Editions can feature biographies of historically important writers and artists and their impact on their communities. Lesson activities (including primary source documents from important individuals) and online videos allow students the opportunity to learn more about these cultural icons and why their voices need to be heard.

SOCIAL STUDIES

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>SCHOLASTIC NEWS GRADE 3</i> MEETS THIS STANDARD
(16) Science, Technology, and Society	The student understands how individuals have created or invented new technology and affected life in various communities, past and present.	<ul style="list-style-type: none"> Articles in the Student Edition often focus on science and technology-related topics that promote problem-solving skills and how these discoveries changed (and hopefully improved) life for people in various communities. Students use strategies like cause and effect and compare/contrast to further explore scientific topics and how technology has changed over time.
(17) Social Studies Skills	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	<ul style="list-style-type: none"> <i>SN</i> consists of Social Studies-focused articles of varying lengths and rich text features, a Digital Edition, 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. Lesson activities require students to use inferencing, sequencing, fact vs. opinion, cause and effect, compare/contrast, and media literacy skills to further their understanding of an article. A focus on text features (images, maps, graphs, charts, highlighted vocabulary, timelines, etc.) provides a fuller picture of a topic and helps struggling readers to gain as much knowledge as possible without becoming bogged down in the words of the article.
(18) Social Studies Skills	The student communicates in written, oral, and visual forms.	<ul style="list-style-type: none"> Lesson activities in each Teacher’s Guide can be used in written or oral forms. Students can complete the activities, like the Close Reading Questions, independently, and then participate in a group discussion about their answers. The Brain Builder activity on the cover of the Student Edition can spark discussion about the cover story using students’ prior knowledge and experiences. Students are encouraged to always use standard conventions, spelling, and sentence structure when writing, and <i>SN</i> serves as a model for standard English.

SOCIAL STUDIES

TEKS STANDARD	WHAT THE STANDARD SAYS	HOW <i>SCHOLASTIC NEWS</i> GRADE 3 MEETS THIS STANDARD
(19) Social Studies Skills	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	<ul style="list-style-type: none">• Lesson activities in the Teacher’s Guide focus on critical thinking and problem-solving skills. Students are encouraged to complete these activities independently or in pairs/small groups in order to come to an implementable solution.• The Debate It section and corresponding opinion-writing skill sheets ask students to consider options from multiple viewpoints, choose a side knowing that each one has advantages and disadvantages, and evaluate the arguments.

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