



# Storyworks Jr.® Meets the Revised TEKS (Grades 2–3)

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

## Strand 1: Developing and Sustaining Foundational Language Skills

TEKS Standard and What It Says	How <i>Storyworks Jr.</i> 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 and stories are perfect for class read-alouds. Audio formats allow students to access articles aurally, and read-aloud plays let students read text aloud while others listen.</p>
	<p><b>1B—Follow and give oral instructions.</b></p>	<p>Instructions for activities can be read aloud to students. Students can instruct each other in pairs or during small-group activities.</p>
	<p><b>1C—Speak coherently and present.</b></p>	<p>Articles and close-reading/critical-thinking questions can be used to spark moderated discussion among students. Topics covered in the magazine can be used as springboards for oral presentations.</p>
	<p><b>1D—Work collaboratively.</b></p>	<p>Debate features can be used to stage classroom debates or informal conversations in various group formats. Suggestions throughout the Teacher’s Guide give ideas for using articles and activity sheets for collaborative work.</p>
<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—Decode multisyllabic words using knowledge of rules and patterns.</b></p>	<p>All articles and stories give students a chance to practice decoding multisyllabic words and words with challenging spelling patterns.</p>
	<p><b>2B—Spell multisyllabic words using knowledge of rules and patterns.</b></p>	<p>Writing prompts and close-reading/critical-thinking questions give students a chance to practice spelling multisyllabic words and words with challenging spelling patterns. Grammar and One Word, Three Ways help students recognize and use correct spelling of compound words, contractions and homophones.</p>
	<p><b>2D (grade 3)—Write legibly in cursive.</b></p>	<p>Writing prompts and other written activities provide many authentic opportunities for students to complete assignments in cursive.</p>

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<p><b>3. Vocabulary</b></p> <p>The student uses newly acquired vocabulary expressively.</p>	<p><b>3A—Use print and digital reference materials.</b></p>	<p>Articles contain academic and content-area vocabulary words that are defined on the page. The words are supported by printable vocabulary-practice activities, vocabulary slideshows that include audio pronunciation and an online glossary.</p>
	<p><b>3B—Use context to determine meaning.</b></p>	<p>Vocabulary-in-Context activity sheets help students preview words and learn word meanings. The Word Power feature in every issue introduces challenging vocabulary related to a topic and prompts students to use it in their own paragraphs.</p>
	<p><b>3C—Identify and use affixes.</b></p>	<p>In-magazine activities, such as Grammar, and online worksheets teach word roots, prefixes and suffixes.</p>
	<p><b>3D—Identify antonyms, synonyms, and other word relationships.</b></p>	<p>Every Student Edition includes One Word, Three Ways, which helps students analyze multiple-meaning words. Vocabulary and grammar activity sheets focus on synonyms, antonyms and homophones.</p>
<p><b>4. Fluency</b></p> <p>The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><b>4A—Use appropriate fluency.</b></p>	<p>Read-aloud plays offer many opportunities for students to build fluency by reading out loud in small groups or as a class. Poems in every issue can also be read aloud to practice fluency and demonstrate comprehension.</p>
<p><b>5. Self-Sustained Reading</b></p> <p>The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p><b>5A—Read independently.</b></p>	<p><i>Storyworks Jr.</i> is full of engaging articles and stories that students are often thrilled to choose for independent reading.</p>

## Strand 2: Comprehension Skills

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<b>6. Comprehension</b>  The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	<b>6A—Establish purpose for reading.</b>	Think and Read boxes at the beginning of every major feature help students set a purpose for reading.
	<b>6B—Generate questions.</b> <b>6D—Create mental images.</b>	Award-winning, complex writing from top authors gives students rich material to question, discuss and create mental images.
	<b>6C—Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</b>	Every offering in the magazine includes a rich array of text features (such as photos, captions, maps, charts, headlines and subheads). Various genres and text structures appear in every issue, and close-reading questions help students understand characteristics of genres and structures. Activity sheets on text features and text structures are available with every issue.
	<b>6E—Make connections.</b>	Critical-thinking questions prompt students to make connections to personal experiences, texts or society. Activities in the Teacher’s Guide and online offer ways for students to make connections beyond the articles in the magazine.
	<b>6F—Make inferences and use evidence.</b> <b>6G—Evaluate details to determine key ideas.</b> <b>6H—Synthesize information.</b>	The Reading Kit with every issue offers skills activities (often on two levels) on making inferences, text evidence, main idea and supporting details, summarizing and synthesizing. Close-reading questions also focus heavily on these skills.
	<b>6I—Monitor comprehension.</b>	Pause and Think questions, embedded in several stories and available as a printable activity sheet, gauge students’ comprehension as they read. Close-reading questions, available in the Teacher’s Guide and as a printable activity sheet, help students monitor comprehension.

## Strand 3: Response Skills

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<b>7. Response Skills</b>  The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	<b>7A—Describe personal connections.</b>	Writing prompts at the end of major features and in the Teacher’s Guide ask students to write personal narratives relating to the text they have read.  (continued)

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<p><i>(continued)</i></p> <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>7B—Write responses.</b></p>	<p>Writing prompts ask students to respond to the texts they have read. The Paired Texts in every issue give students a chance to compare and contrast ideas across texts. Videos that accompany texts give students an opportunity to respond across a variety of sources.</p>
	<p><b>7C—Use text evidence.</b></p>	<p>Writing prompts require students to use text evidence in their responses. The text evidence skills activity helps students identify text evidence to support written responses.</p>
	<p><b>7D—Retell, paraphrase, or summarize texts.</b></p>	<p>The summarizing skills activity guides students to summarize texts.</p>
	<p><b>7E—Interact with sources.</b></p>	<p>Ideas provided in the Teacher’s Guide and online suggest varied and creative ways students can interact with sources.</p>
	<p><b>7F—Respond using newly acquired vocabulary.</b></p>	<p>Vocabulary activity sheets and slideshows prompt students to use new words in context. Writing prompts require students to incorporate newly acquired vocabulary in their responses.</p>
	<p><b>7G (grade 3)—Discuss specific ideas.</b></p>	<p>Close-reading/critical-thinking questions available in the Teacher’s Guide and as student activity sheets provide prompts for classroom discussions that delve into the meaning of a text.</p>

### Strand 4: Multiple Genres

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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>  <b>8B—Character</b>  <b>8C—Plot</b>  <b>8D—Setting</b></p> <p>Featured skills and accompanying questions and writing prompts often focus on theme, character, plot or setting for the fiction and play selections in each issue. The Reading Kit for fiction with every issue offers skills activities, including theme, character, plot and setting.</p>

## Strand 4: Multiple Genres

TEKS Standard and What It Says		How <i>Storyworks Jr.</i> Helps Students Meet Expectations
<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>Every issue includes a variety of genres. Read-aloud plays are often adaptations of folktales, fables, legends, myths or tall tales.</p>
	<p><b>9B—Explain elements of poetry.</b></p>	<p>Every issue includes poetry by highly regarded poets. Lesson plans and activity sheets help students understand elements of poetry, including rhyme scheme, sound devices and figurative language.</p>
	<p><b>9C—Explain elements of drama.</b></p>	<p>A read-aloud play in every issue familiarizes students with the elements and structure of drama (dialogue, setting, scenes, stage directions, etc.).</p>
	<p><b>9D—Recognize characteristics and structures of informational text.</b></p>	<p>Showstopping nonfiction features, paired texts and short informational text articles are included in every issue. Close-reading questions prompt thinking and discussion on elements such as key ideas and evidence, text features and text structure. The Reading Kit with every issue includes skills activities on text features, main idea and supporting details, text evidence, text structure and more.</p>
	<p><b>9E—Recognize characteristics and structures of argumentative text.</b></p>	<p>Debate features in every Student Edition present two sides of an issue and ask students to evaluate them. The Opinion Essay Kit guides students to identify claims and supporting facts.</p>
	<p><b>9F—Recognize characteristics of multimodal and digital texts.</b></p>	<p><i>Storyworks Jr. Digital</i> offers a “presentation view” that allows students to read the magazine digitally on any device. Audio versions of most major features are available.</p>

## Strand 5: Author’s Purpose and Craft

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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—Explain the author’s purpose.</b></p>	<p>Think and Write boxes sometimes prompt readers to think about the author’s purpose as they read. Close-reading/critical-thinking questions address the author’s purpose.</p>
	<p><b>10B—Explain how text structure contributes to author’s purpose.</b></p>	<p>Skills activities cover text structures, including compare and contrast, problem and solution, cause and effect and sequence. Close-reading questions ask students to determine why authors chose specific text structures.</p>
	<p><b>10C—Print and graphic features</b></p> <p><b>10D—Imagery and figurative language</b></p> <p><b>10E—Literary devices including point of view</b></p> <p><b>10F and 10G—Use of language including repetition and hyperbole</b></p>	<p>Activities and close-reading questions for fiction, read-aloud plays and poetry address the author’s choices about print and graphic features, imagery, figurative language, literary devices, point of view, language choices, repetition and hyperbole. The Reading Kit for fiction often includes a skills activity on author’s craft.</p>

## Strand 6: Composition

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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>11—Writing process</b></p>	<p><i>Storyworks Jr.</i> articles and stories can be mentor texts for using appropriate conventions. Behind-the-Scenes videos often feature the author of an article discussing the writing process.</p>
	<p><b>11A—Plan drafts.</b></p> <p><b>11B—Develop drafts.</b></p> <p><b>11C—Revise drafts.</b></p>	<p>Writing prompts and contests with every major feature provide opportunities to use the writing process to plan, develop and revise drafts.</p>
	<p><b>11D—Edit drafts using standard English conventions.</b></p>	<p>The Grammar feature helps students learn and use standard English conventions.</p>

## Strand 6: Composition

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<b>12. Genres</b>  The student uses genre characteristics and craft to compose multiple texts that are meaningful.	<b>12A—Compose literary texts.</b>	Student Edition writing prompts ask students to write narrative texts relating to articles they have read. Teacher’s Guide prompts and activity sheets guide students in writing poetry.
	<b>12B—Compose informational texts.</b>	Student Edition writing prompts ask students to compose informational texts based on articles they have read.
	<b>12C (grade 3)—Compose argumentative texts.</b>	Every issue includes a Debate article with a prompt for students to write an opinion essay. The Opinion Essay Kit guides students through composing an opinion essay.
	<b>12D—Compose correspondence.</b>	Writing prompts often instruct students to compose a letter to someone.

## Strand 7: Inquiry and Research

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<b>13. Inquiry and Research</b>  The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	<b>13A—Generate questions.</b> <b>13C—Identify and gather resources.</b> <b>13D—Identify primary and secondary resources.</b> <b>13E—Demonstrate understanding.</b> <b>13G—Cite sources.</b> <b>13H—Present results.</b>	Activities in the Teacher’s Guide ask students to conduct more in-depth research on a topic presented in the magazine, using a variety of sources. Resources for print and digital research are provided in the Teacher’s Guide and online.

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