



## Scholastic News® for Grade 2 Meets Common Core State Standards

*Scholastic News* provides timely cross-curricular news and activities that support all areas of the grade 2 curriculum. Subscriptions include access to Scholastic News Interactive™ with digital editions of each issue for use with whiteboards, LCD projectors, and classroom computers. The following chart illustrates how *Scholastic News* aligns to the following Common Core State Standards for English Language Arts:

### College and Career Readiness Anchor Standards for Reading

- Reading Standards for Informational Text, Grade 2
- Reading Standards: Foundational Skills, Grade 2

### College and Career Readiness Anchor Standards for Writing

- Writing Standards, Grade 2
- College and Career Readiness Anchor Standards for Speaking and Listening

### Speaking and Listening Standards, Grade 2

- College and Career Readiness Anchor Standards for Language
- Language Standards, Grade 2

### Anchor Standards for Reading

### Scholastic News *Edition 2*

#### Key Ideas and Details

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Every month, *Scholastic News* provides one Q&A Reader, which contains high-interest questions and answers about curriculum topics.
- The News of the Month and Visual Text Issues contain question boxes with questions about text features and details.
- Teacher's Edition skills pages reinforce comprehension of student text.

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- In News of the Month, features such as headlines and subheads help students identify the focus of the text.

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- In the student issues and Teacher's Edition, various graphic organizers and visual texts (timelines, two-column charts, flowcharts, etc.), help students analyze series of events and connect them to the present day.

## Craft and Structure

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Difficult words in the student text are boldfaced and explained.
- Each Q&A Reader contains a key word—one thematic vocabulary word that is repeated throughout the text.
- On Scholastic News Interactive, each issue has 3–6 “Words to Know,” which are accompanied by definitions, pronunciations, and photos.

5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Each month, our News of the Month focuses on one new text feature (such as headline or captions), scaffolding them as the year goes on.
- In “Readers’ Theater,” scene headings help students understand the sequence of events. Role boxes help students organize their oral reading.
- Color-coded question and answer headings in our Q&A Reader allow students to quickly analyze the text.

6

Assess how point of view or purpose shapes the content and style of a text.

- Highlighted questions in the Q&A Reader tell students the author’s purpose on each page.
- Headlines and subheads in the News of the Month Issues clearly identify the main idea of each article.

## Integration of Knowledge and Ideas

7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- Each month, the Visual Text Issue contains a different visual format (diagram, flowchart, map, etc.) for students to analyze.
- Maps and other images in the News of the Month Issue clarify the articles for visual learners.

8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Each issue of *Scholastic News* is written in considerate text, meaning that a clear main idea is presented followed by details. Students can describe how the text supports the main idea.

## Integration of Knowledge and Ideas

9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Monthly black-and-white skills pages in the Teacher’s Guide include graphic organizers such as Venn diagrams and t-charts that teachers can use to compare and contrast texts.
- “Readers’ Theater” plays often contain two types of texts on the same topic—such as a play and a nonfiction article—that readers can compare and contrast.
- Readers can compare and contrast videos and print issues on the same topic.

## Range of Reading and Level of Text Complexity

10

Read and comprehend complex literary and informational texts independently and proficiently.

- *Scholastic News* covers a wide range of social studies and science topics, increasing in difficulty as the year advances.

## Reading Standards for Informational Text

## Scholastic News *Edition 2*

### Key Ideas and Details

1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Every month, *Scholastic News* provides one Q&A Reader, which contains high-interest questions and answers about curriculum topics.
- The News of the Month and Visual Text Issues contain question boxes with questions about text features and details.
- Teacher’s Edition skills pages reinforce comprehension of student text.

2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

- In News of the Month Issues, features such as headlines and subheads help students identify the focus of the text.

3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- In the student issues and Teacher’s Editions, various graphic organizers and visual texts (timelines, two-column charts, flowcharts, etc.), help students analyze series of events and connect them to the present day.

Craft and Structure

4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- Difficult words in the student text are boldfaced and explained.
- Each Q&A Reader contains a key word—one thematic vocabulary word that is repeated throughout the text.
- On Scholastic News Interactive, each issue has three to six Words to Know, which are accompanied by definitions, pronunciations, and photos.

5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- Each month, our News of the Month Issue focuses on one new text feature (such as headline or captions), scaffolding them as the year progresses.
- In “Readers’ Theater,” scene headings help students understand the sequence of events. Role boxes help students organize their oral reading.
- Color-coded question and answer headings in our Q&A Reader allow students to quickly analyze the text.

6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- Highlighted questions in the Q&A Reader tell students the author’s purpose on each page.
- Headlines and subheads in the News of the Month Issues clearly identify the main idea of each article.

Integration of Knowledge and Ideas

7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- Each month, the Visual Text Issue contains a different visual format (diagram, flowchart, map, etc.) for students to analyze and to connect to the text.
- Maps and other images in the News of the Month Issue clarify the articles for visual learners.

8

Describe how reasons support specific points the author makes in a text.

- Each issue of *Scholastic News* is written in considerate text, meaning that a clear main idea is presented followed by details. Students can describe how the text supports the main idea.

## Reading Standards for Informational Text

## Scholastic News *Edition 2*

### Integration of Knowledge and Ideas

9

Compare and contrast the most important points presented by two texts on the same topic.

- Monthly black-and-white skills pages in the Teacher's Guide include graphic organizers such as Venn diagrams and t-charts that teachers can use to compare and contrast texts.
- "Readers' Theater" plays often contain two types of texts on the same topic—such as a play and a nonfiction article—that readers can compare and contrast.
- Readers can compare and contrast videos and print issues on the same topic.

### Range of Reading and Level of Text Complexity

10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- *Scholastic News* covers a wide range of social studies and science topics, increasing in difficulty as the year advances.

## Reading Standards: Foundational Skills

## Scholastic News *Edition 2*

### Phonics and Word Recognition

3

Know and apply grade-level phonics and word analysis skills in decoding words.

Addressed below

3.a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

- Each "Readers' Theater" play includes a variety of one-syllable words with long and short vowels (e.g., huge/run, me/met, and no/son); students must distinguish between them to read fluently.

3.b

Know spelling-sound correspondences for additional common vowel teams.

- Yearly Reading Skills Practice Tests assess students' phonic awareness; exercises require them to identify correct vowel pairs to complete words with long vowel sounds.

3.c

Decode regularly spelled two-syllable words with long vowels.

- Each "Readers' Theater" play provides students with decodable regularly spelled two-syllable words with long vowels, such as broken, baby, online, relax, and students.

## Phonics and Word Recognition

3.d

Decode words with common prefixes and suffixes.

- Each “Readers’ Theater” play provides students with words with common prefixes and suffixes, such as longer and tallest.

3.e

Identify words with inconsistent but common spelling-sound correspondences.

- Each Q&A Reader features a key word—an advanced vocabulary word that helps explain the content. Through the year, students will be exposed to several words with inconsistent but common spelling-sound correspondences (e.g., tradition and idiom).
- Each “Readers’ Theater” play includes several pairs or sets of words with inconsistent but common spelling-sound correspondences (e.g., on/one and out/our).

3.f

Recognize and read grade-appropriate irregularly spelled words

- Some irregularly spelled words (e.g., proboscis, census, recipe) appear on Scholastic News Interactive as “Words to Know.” These words are pronounced, defined, and illustrated to facilitate understanding for all types of learners.

## Fluency

4

Read with sufficient accuracy and fluency to support comprehension.

Addressed below

4.a

Read on-level text with purpose and understanding.

- *Scholastic News* issues are written in considerate text, with a main idea followed by supporting details; this format allows students to quickly recognize the purpose of the text.
- Once-a-month main idea exercises reinforce understanding of main idea and details.
- In the Q&A Reader, color-coded questions and answers make the purpose of each page explicit.
- On the cover of issues, attention-getting headlines and questions (e.g., Alien or Insect?; What do you think poppy seeds look like?) hint at the purpose and get students excited to learn more.

4.b

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- “Readers’ Theater” plays are broken up into multiple scenes, making rereading for fluency quick, easy, and intuitive.

4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- When introducing an unfamiliar word, issues provide adequate context (e.g., “It does not have sharp teeth to do this. Pincers on its face bring the food into its mouth.”) to help readers determine definitions.

### Text Types and Purposes

1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Some activities in the print and Teacher’s Editions require students to reflect on what they’ve just read and state their opinion about it (e.g., write what they would pack on a trip like Columbus’s).
- The Teacher’s Edition includes writing prompt reproducible pages to help students write arguments.

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Reading Skills Practice Tests and other Teacher’s Edition pages require students to write complete informative sentences about topics they have studied.
- The Teacher’s Edition includes writing prompt reproducible pages to help students write informative/explanatory texts.

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- “Story Map” Teacher’s Edition pages have students retell a Readers’ Theater issue in chronological order.
- Writing-focused Teacher’s Edition pages require students to tell a short fictional story about a topic (e.g., “My Squirrel”).

### Production and Distribution of Writing

4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Writing activities in the Teacher’s Edition (based on reproducible writing prompt pages) help students to create work they can develop and strengthen by following the steps of the writing process.

5

Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

- *Scholastic News* includes interactive PDF writing prompt pages online and story maps to help students produce writing pieces.

### Research to Build and Present Knowledge

6

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- On voting, graphing, and tallying “Learn Along” pages, students record observations and draw conclusions.



## Anchor Standards for Writing

## Scholastic News *Edition 2*

### Research to Build and Present Knowledge

7

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Exercises in Q&A Readers require students to answer questions about the text they've just read.
- "Reading Checkpoint" Teacher's Edition pages require students to write complete sentences about issue content.

## Writing Standards

## Scholastic News *Edition 2*

### Text Types and Purposes

1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

- Some activities in the print and Teacher's Editions require students to reflect on what they've just read and state their opinion about it (e.g., write what they would pack on a trip like Columbus's).
- The Teacher's Edition includes writing prompt reproducible pages to help students write arguments.

2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- Reading Skills Practice Tests and other Teacher's Edition pages require students to write complete informative sentences about topics they have studied.
- The Teacher's Edition includes writing prompt reproducible pages to help students write informative/explanatory texts.

3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- "Story Map" Teacher's Edition pages have students retell a Readers' Theater issue in chronological order.
- Writing-focused Teacher's Edition pages require students to tell a short fictional story about a topic (e.g., "My Squirrel").

### Production and Distribution of Writing

4

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Writing activities in the Teacher's Edition (based on reproducible writing prompt pages) help students to create work they can develop and strengthen by following the steps of the writing process.



## Writing Standards

## Scholastic News *Edition 2*

### Production and Distribution of Writing

5

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- *Scholastic News* includes interactive PDF writing prompt pages online and story maps to help students produce writing pieces.

### Research to Build and Present Knowledge

6

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- On voting, graphing, and tallying “Learn Along” pages, students record science observations and draw conclusions.

7

Recall information from experiences or gather information from provided sources to answer a question.

- Exercises in Q&A Readers require students to answer questions about the text they’ve just read.
- “Reading Checkpoint” Teacher’s Edition pages require students to write complete sentences about issue content.

## Anchor Standards for Speaking and Listening

## Scholastic News *Edition 2*

### Comprehension and Collaboration

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- Back-to-school manners issues review important classroom rules and lead to conversations about expected classroom conduct.
- Teacher’s Edition “Discussion Questions” encourage students to collaborate and share ideas to build background on issue topics.
- Teacher’s Edition “Differentiated Instruction” sections break students off into leveled groups to extend learning together.
- “Differentiated Instruction” sections allow students to examine additional sources or work with their teacher to clarify difficult concepts.

2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- Videos on Scholastic News Interactive mix visual and audio formats to teach students extra key ideas and details about issue topics.

### Comprehension and Collaboration

3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Teacher's Edition "Discussion Questions" prompt students to ask and answer questions about issue topics before reading the issue.
- Teacher's Edition "Read-Aloud Background" sections provide teachers with other stimulating discussion topics for students to deepen their understanding.

### Presentation of Knowledge and Ideas

4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- "Discussion Questions" and "Read-Aloud Background" sections encourage students to share personal experiences with the rest of the class; students practice speaking audibly and coherently.

5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Various Teacher's Edition pages encourage students to draw in addition to writing; students may recreate images they've seen (such as insects) or record new ideas (such as gifts they'd send a soldier).
- News of the Month Issues require students to draw symbols, such as circles and check marks, to identify various text features.
- Math topics and "Learn Along" sections have students color or draw in graphs, pictographs, and other kinds of charts.

6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- *Scholastic News* issues are designed for collaborative learning: students can answer questions aloud as they write the answers in their issues or on "Learn Along" pages, and students are often prompted to answer in complete sentences.

**Comprehension and Collaboration**

Addressed below

**1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**1.a**

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- Back-to-school “Manners” issues review important classroom rules and lead to conversations about expected classroom conduct.

**1.b**

Build on others’ talk in conversations by linking their comments to the remarks of others.

- Teacher’s Edition “Discussion Questions” encourage students to collaborate and share ideas to build background on issue topics.
- Online Teacher’s Edition “Differentiated Instruction” sections break students off into leveled groups to extend learning together.

**1.c**

Ask for clarification and further explanation as needed about the topics and texts under discussion.

- “Differentiated Instruction” sections allow students to examine additional sources or work with their teacher to clarify difficult concepts.

**1.d**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Videos on Scholastic News Interactive mix visual and audio formats to teach students extra key ideas and details about issue topics.

**2**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- Teacher’s Edition “Discussion Questions” prompt students to ask and answer questions about issue topics before reading the issue.
- Teacher’s Edition “Read-Aloud Background” sections provide teachers with other stimulating discussion topics for students to deepen their understanding.

**Presentation of Knowledge and Ideas**

**3**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- “Discussion Questions” and “Read-Aloud Background” sections encourage students to share personal experiences with the rest of the class; students practice speaking audibly and coherently.

## Speaking and Listening Standards

## Scholastic News *Edition 2*

### Presentation of Knowledge and Ideas

4

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- Various Teacher's Edition pages encourage students to draw in addition to writing; students may recreate images they've seen (such as insects) or record new ideas (such as gifts they'd send a soldier).
- News of the Month Issues require students to draw symbols, such as circles and check marks, to identify various text features.
- Math topics and "Learn Along" sections have students color or draw in graphs, pictographs, and other kinds of charts.

5

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- *Scholastic News* issues are designed for collaborative learning: students can answer questions aloud as they write the answers in their issues or on "Learn Along" pages, and students are often prompted to answer in complete sentences.

## Anchor Standard for Language

## Scholastic News *Edition 2*

### Conventions of Standard English

1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Materials (including student issues, page 4 activities, "Learn Along" pages, Reading Skills Practice Tests, and posters) give students ample exposure to a wide variety of grade 2 grammar and usage topics. These include nouns, pronouns, irregular verbs, adjectives, adverbs, and complete sentences.

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Materials (including student issues, page 4 activities, "Learn Along" pages, Reading Skills Practice Tests, and posters) give students ample exposure to a wide variety of grade 2 capitalization, punctuation, and spelling topics. These include capitalizing holidays and geographic names; commas in letters; apostrophes in contractions and possessives; spelling patterns; and using reference materials.

### Knowledge of Language

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- With some topics presented as plays in conversational language, Readers' Theater plays occasionally give examples of informal English that students can compare against the formal English of the other three formats.

## Anchor Standard for Language

## Scholastic News *Edition 2*

### Vocabulary Acquisition and Use

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- Most issues of *Scholastic News* feature multiple boldfaced vocabulary words with adequate sentence-level context for determining definitions (e.g., “They use **camouflage** to hide from enemies.”).

5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Many *Scholastic News* issues have “Key Words”—important topical vocabulary. Sometimes the key words are used explicitly in the issues; other times students must apply the key words to the issues themselves.
- In all formats of *Scholastic News*, in-sentence definitions (e.g., “They leave home and migrate, or travel long distances, to lay eggs.”) use shades of meaning and clarifying details to help students learn new words and distinguish between closely related verbs.

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- Issue maps and diagrams contain words and phrases that are new to students; often they are required to use the new vocabulary in responses.
- Teacher’s Edition “Discussion Questions” and “Learn Along” pages often require students to make text-to-self connections and to use adjectives and adverbs to make the connections more vivid.

## Language Standards

## Scholastic News *Edition 2*

### Conventions of Standard English

1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Addressed below

1.a

Use collective nouns (e.g., group).

- In animal science-themed issues, students learn collective nouns for specific groups of animals (e.g., a group of turkey eggs is a clutch; a group of penguin chicks is a creche).
- Throughout the year, students see recurring collective nouns, such as class and group in issues and Teachers’ Edition pages.

## Conventions of Standard English

1.b

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

- Social studies and science-based issues offer students lots of practice with irregular plural nouns, such as leaves, teeth, and fish. Students read the words in the issue and write them in page 4 and “Learn Along” exercises.

1.c

Use reflexive pronouns (e.g., myself, ourselves).

- Text-to-self “Learn Along” exercises (e.g., describe what you would send a soldier, or tell which American monument you would like to visit) require students to write reflexively and use appropriate pronouns.

1.d

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

- Reading Skills Practice Tests assess students’ ability to form irregular past tense verbs, such as went.

1.e

Use adjectives and adverbs, and choose between them depending on what is to be modified.

- Fill-in-the-blanks posters and “Learn Along” pages prompt students to supply different parts of speech, including adjectives.
- Page 4 and “Learn Along” exercises frequently require students to use adjectives and adverbs to describe characters or topics they’ve read about; some exercises require students to elaborate on their own opinions or preferences with adjectives and adverbs.

1.f

Produce, expand, and rearrange compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

- Writing prompts in *Scholastic News* issue activities and “Learn Along” pages provide students many opportunities for producing compound sentences.

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Addressed below

2.a

Capitalize holidays, product names, and geographic names.

- Student issues cover a wide variety of holidays, always teaching students proper capitalization.
- Many issues of *Scholastic News* feature maps or other geographic information; students read and write capitalized geographic names.
- Language Arts posters review capitalization rules for students.

2.b

Use commas in greetings and closings of letters.

- “Learn Along” pages require students to write short letters with correctly punctuated greetings and closings.

2.c

Use an apostrophe to form contractions and frequently occurring possessives.

- Reading Skills Practice Tests assess students’ ability to form contractions.

### Conventions of Standard English

2.d

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

- Containing many examples of learnable spelling patterns, *Scholastic News* is a great resource to supplement your word study program.

2.e

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Quizzes on Scholastic News Interactive require words to be spelled correctly for completion; students can check the words against a dictionary or against their issues of *Scholastic News*.

### Knowledge of Language

3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Addressed below

3.a

Compare formal and informal uses of English.

- With some topics presented as plays in conversational language, Readers' Theater plays occasionally give examples of informal English that students can compare against the formal English of the other three formats.

### Vocabulary Acquisition and Use

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and context, choosing flexibly from an array of strategies.

Addressed below

4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

- Most issues of *Scholastic News* feature multiple boldfaced vocabulary words with adequate sentence-level context for determining definitions (e.g., "They use camouflage to hide from enemies.").

4.b

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

- For some issues, the Teacher's Edition provides vocabulary lesson plans that examine word parts, such as prefixes.



## Vocabulary Acquisition and Use

4.c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

- For some issues, the Teacher's Edition provides vocabulary lesson plans that examine word parts, such as root words.

4.d

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

- Throughout the year, *Scholastic News* issues feature many decodable compound words (e.g., landmark, snowflake, landfill); some Teacher's Edition pages include activities to encourage students to predict compound word meanings

4.e

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- Many issues have "Key Words," topical vocabulary words that are explicitly defined in a special glossary section at the top of the page.
- News of the Month Issues scaffold important nonfiction text features, including glossary/vocabulary sections; "Eye on the News" sections in those issues reinforce the skill by guiding students to reexamine the glossary area.
- On Scholastic News Interactive, the "Words to Know" feature serves as a visual and audio dictionary for important vocabulary.

5

Demonstrate understanding of word relationships and nuances in word meanings

Addressed below

5.a

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

- Many *Scholastic News* issues have "Key Words"—important topical vocabulary. Sometimes the key words are used explicitly in the issues; other times students must apply the key words to the issues themselves.
- Difficult vocabulary words from the issues reappear as interactive "Words to Know." There, they are paired with kid-friendly definitions and illustrations to help students make real-life connections.

5.b

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- In all formats of *Scholastic News*, in-sentence definitions (e.g., "They leave home and migrate, or travel long distances, to lay eggs.") use shades of meaning and clarifying details to help students learn new words and distinguish between closely related verbs.

6

## Vocabulary Acquisition and Use

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).

- Issue maps and diagrams contain words and phrases that are new to students; often they are required to use the new vocabulary in responses.
- Teacher's Edition "Discussion Questions" and "Learn Along" pages often require students to make text-to-self connections and to use adjectives and adverbs to make the connections more vivid.

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