



Scholastic News® Edition 5/6 Meets Common Core State Standards for Grade 5

Scholastic News provides timely cross-curricular news and activities that support all areas of the grade 5 curriculum. Subscriptions include Scholastic News Interactive™ with digital editions of each issue for use on whiteboards, LCD projectors, and classroom computers.

This current events magazine supports standards in Reading Informational Text—from interpreting visual information to analyzing text structure and more! Using these magazines as authentic nonfiction texts will also help you meet key standards in Reading Foundational Skills, Writing, Speaking and Listening, and Language.

This chart illustrates how *Scholastic News* Edition 5/6 aligns to the following Common Core State Standards for English Language Arts for grade 5:

Reading Standards for Informational Text

Scholastic News Edition 5/6

Key Ideas and Details

1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Lesson plans in the Teacher's Guide focus on essential nonfiction reading skills, including making inferences.
- Questions in the Student Edition require students to answer text-based questions by drawing evidence from the articles.
- Skills pages in the Teacher's Guide reinforce comprehension of student text.
- "Be a Quiz Whiz!" (online skills page offered on Scholastic News Interactive) asks text-dependent questions from the Student Edition.

2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- Lesson plans in the Teacher's Guide focus on essential nonfiction reading skills, including determining the main idea and details of a text and summarizing.
- Graphic organizers are provided on skills pages to reinforce skills, such as identifying main idea and detail.

3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- Articles in the Student Edition cover curricular topics in history/social studies and science.

Craft and Structure

4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- Academic and domain-specific vocabulary words are boldfaced in the Student Edition. Words are defined in “Words to Know” boxes and are supported by context clues.
- Scholastic News Interactive features a “Words to Know” slideshow. On each slide, a vocabulary word is defined, used in a sentence, and supported by a photograph. Additionally, an audio option is available to hear the word and its definition.
- Lesson plans in the Teacher’s Guide focus on important nonfiction reading skills, such as using context clues to determine word meaning.

5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and/or problem/solution) of events, ideas, concepts, or information in two or more texts.

- Cover stories in the Student Edition offer varying text structures, including sequence, cause/effect, problem/solution, and compare/contrast.
- Lesson plans in the Teacher’s Guide focus on important nonfiction reading skills, such as identifying text structures.

6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- Lesson plans in the Teacher’s Guide teach essential nonfiction reading skills, such as analyzing the author’s purpose to persuade, entertain, or inform.
- A debate feature encourages students to see two sides of a given issue.
- Articles in the Student Edition contain interviews and firsthand accounts. Other articles contain secondhand reporting.
- Readers can compare and contrast articles written throughout the school year on similar topics. All back issues for the school year are accessible on Scholastic News Interactive. (For example, articles on civil rights in a given school year might profile Martin Luther King Jr., Ruby Bridges, and the Freedom Riders.)

Integration of Knowledge and Ideas

7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- Students can draw on information from the Student Edition, digital edition, and other online resources to answer questions.

8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- Lesson plans in the Teacher’s Guide teach essential nonfiction reading skills, such as analyzing the author’s purpose to persuade, entertain, or inform.

Reading Standards for Informational Text

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9

Integration of Knowledge and Ideas

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- Readers can compare and contrast articles written throughout the school year on similar topics. All back issues for the school year are accessible on Scholastic News Interactive.
- On occasion, skills pages in the Teacher's Guide feature a paired text to complement the cover story. (Paired texts include firsthand accounts and fiction passages.) Students must integrate information from the cover story and the paired text in order to answer questions.

10

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

- *Scholastic News* covers a wide range of history/social studies and science topics. Texts fall in the grades 4–5 band of complexity.

Reading Standards for Foundational Skills

Scholastic News Edition 5/6

1

Phonics and Word Recognition

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- Issues are written with considerate text in mind. Articles contain grade-appropriate, multisyllabic words so the text is accessible to fifth graders.
- Some irregularly spelled words appear on Scholastic News Interactive in the “Words to Know” slideshow. These words are pronounced, defined, and illustrated to facilitate understanding for all types of learners.
- Two reading skills practice tests are available on Scholastic News Interactive each year. These tests assess reading comprehension and word knowledge.

2

Fluency

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- The Student Edition articles provide opportunity for instructional-level and independent-level reading.
- Text length is appropriate to grade-level expectations and is conducive to repeated readings for fluency practice.
- Vocabulary words are defined and/or supported by context clues.
- On Scholastic News Interactive, an alternative, lower-level version of the cover story makes the article accessible to below-level readers.
- The enhanced “Text-to-Talk” feature on Scholastic News Interactive models fluent reading.

Text Types and Purposes

1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

- With every issue, there is a “What’s the Big Idea?” skills page available on Scholastic News Interactive. There, students must answer extended-response questions about stories from the issue. In some of the questions, students must provide their opinions and use supporting reasons.
- The debate feature in the Student Edition asks students to contemplate two sides of an issue. Teachers may ask students to write their own responses to their debate questions.

- Two reading skills practice tests are offered throughout the year. Extended-response questions require students to write short, informative pieces about information they learned from texts.
- Skills pages offered in the Teacher’s Guide encourage students to write across a range of nonfiction genres, including reports, news articles, etc.

Text Types and Purposes

3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5 on pages 8 and 9.)

6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

- With every issue, there is a “What’s the Big Idea?” skills page available on Scholastic News Interactive. Here, students must answer extended-response questions about stories from the issue.

- Some writing skills pages provide a structure to help students produce writing. For example, a skills page about a persuasive letter will include a letter’s format and directions. Additional support can be provided by teachers.

- Writing activities on the skills pages can be further developed by following the steps of the writing process.
- Articles in the Student Edition can be used as exemplar texts of published writing.

- Scholastic News Interactive includes interactive PDF files of the skills pages to help students produce writing pieces. This can be especially useful to students with graphomotor difficulties.

Research to Build and Present Knowledge

7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- After reading an issue of *Scholastic News*, students can identify research questions related to one of the articles. Students should gather information from both books and reliable Internet sources, such as www.scholastic.com, in order to answer their research questions.

8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- Students can take note of information they gathered from reading the Student Edition, plus information they gathered from Scholastic News Interactive, such as the background videos.

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Articles in the Student Edition can be used as exemplar texts of published writing. They can also be used to prompt writing projects on specific topics.

a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- The writing prompts suggested on skills pages or topics covered in the Student Editions can be used during instruction to write for a wide variety of purposes.

Comprehension and Collaboration

1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

- Articles in the Student Edition lend themselves to discussions, which can be held as a class, in small groups, or in partnerships.
- The debate feature in each Student Edition can be used to stage a classroom debate or informal conversations in various group formats.

2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Student must understand the main idea and supporting details of articles from the Student Edition read aloud.
- Students must understand information presented in the background video available for each issue on Scholastic News Interactive.

3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- The debate feature in each Student Edition can be used to stage a classroom debate or informal conversations in various group formats. Listeners can identify a speaker's reasons and evidence for his/her argument.

Presentation of Knowledge and Ideas

4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- Topics covered in the Student Editions and questions asked on skills pages can be used as springboards for reports about specific topics.

Speaking and Listening Standards

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Presentation of Knowledge and Ideas

5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- The background videos on Scholastic News Interactive can be used as examples for production of audio recordings and visual displays.

6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 on pages 8 and 9 for specific expectations.)

- Writing prompts and questions on skills pages can be used for oral response in formal and informal settings.
- Articles in the Student Editions can be used to stimulate discussion about given topics.
- The “Building Background Knowledge” in the Teacher’s Guide provides teachers with other discussion topics for students to deepen their understanding.

Language Standards

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Conventions of Standard English

1

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

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

- Writing prompts on skills pages provide students ample opportunity for writing and speaking using standard conventions.
- The background videos, Student Edition, and other print materials serve as models for usage of standard English grammar in speaking and writing.
- Two reading skills practice tests available on Scholastic News Interactive throughout the school year assess students’ ability to follow conventions in writing.

Conventions of Standard English

2

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

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed

Knowledge of Language

3

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

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

- The Student Edition and other print materials serve as models for correct usage of capitalization, punctuation, and spelling.
- Containing many examples of spelling patterns, *Scholastic News* is a great resource to supplement your word study program.
- The writing prompts on skills pages provide students ample opportunities for writing using standard conventions.
- Two reading skills practice tests available on Scholastic News Interactive throughout the school year assess students' ability to follow writing conventions.
- Some responses 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*.
- "You Be the Editor" skills pages challenge students to correct errors in capitalization, punctuation, and spelling.

- Articles in the Student Edition can be used as a basis for writing and speaking activities in both formal and informal settings.

Vocabulary Acquisition and Use

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5

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

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

- Vocabulary words are boldfaced in the Student Edition. Words are defined in “Words to Know” boxes.
- Boldfaced vocabulary words are supported by embedded context clues.
- Scholastic News Interactive features a “Words to Know” slideshow. On each slide, a vocabulary word is defined, used in a sentence, and supported by a photograph. Additionally, an audio option is available to hear the word and its definition.
- Lesson plans in the Teacher’s Guide focus on important nonfiction reading skills, such as using context clues to determine word meaning.

- Vocabulary words used in the Student Edition are defined, supported by context clues, and included on the “Words to Know” slideshow on Scholastic News Interactive.
- Some articles contain idioms, puns, similes, metaphors, and other turns of phrase, which can be used for language instruction.
- In-sentence definitions of vocabulary words use shades of meaning to help students learn new words.
- Two reading skills practice tests available on Scholastic News Interactive throughout the school year assess students’ ability to identify synonyms and antonyms.

- Articles contain academic and topic-specific vocabulary words that are often part of social studies and science curricula. The words are supported by definitions and context clues.

To order *Scholastic News* Edition 5/6, for additional editorial information, or to receive product samples:

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