How Junior Scholastic Meets Common Core State Standards for Grades 6–8

With engaging nonfiction articles, national and international news stories, plus U.S. and world history plays, Junior Scholastic® weaves in current events, geography, history, civics, economics, science and technology, health, and more to support a range of standards, including Reading Standards for Informational Text (interpreting visual information, analyzing text structure, etc.) and Literacy in History/Social Studies, Science, and Technical Subjects. Using this magazine will also help you meet key standards in Writing, Speaking and Listening, and Language. The complementary website features additional articles, exciting videos, teaching resources, map-skills activities, assessments, geography games, and more.

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## ENGLISH LANGUAGE ARTS

### READING STANDARDS FOR INFORMATIONAL TEXT

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| RI.6.1          | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | • Compelling Your Turn questions follow most articles in the Student Edition, challenging students to make and support inferences drawn from the text. Additional higher-order thinking questions appear in discussion questions and writing prompts in the Teacher’s Guide.  
• The Cartoon Analysis on the last page of the magazine asks students to interpret and analyze editorial cartoons.  
• A variety of skills sheets in the Teacher’s Guides and online focus on citing text evidence. They also reinforce comprehension strategies for nonfiction text, such as making inferences.  
• The Extend & Assess section of the Teacher’s Guide often asks students to complete short writing assignments based on an article. These writing prompts require students to cite specific evidence from the text in their responses.  
• Full-class discussion questions in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These ideas connect to the language arts, social studies, history, geography, science, and math curricula.  
• The Quiz Wizard in the Teacher’s Guide is another way to measure student analysis of the text. This assessment requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as distinguishing between central ideas and key details and determining whether statements from an article are facts or opinions. |
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| RI.6.1          | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | • The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers.  
• *Junior Scholastic* is also available in digital format for display on interactive whiteboards, making it easier than ever for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text. |
| RI.6.2          | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | • Nonfiction text features, including titles and subtitles, provide scaffolding so students can easily identify main ideas and key details.  
• The Teacher’s Guides and online skills sheets focus on comprehension strategies for nonfiction text, such as identifying central ideas and supporting details. *Junior Scholastic* also provides skills sheets on writing summaries, an important foundational skill.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article in the Student Edition. These writing prompts require students to summarize the text and explain the article in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine answers, and offers questions in a variety of formats, such as identifying central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
| RI.6.3          | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | • Articles explore key people, events, and ideas in current events and history. These texts explore their subjects through anecdotes, facts, examples, quotes, and statistics.  
• Many lesson activities and skills sheets focus on the concept of sequencing (through chronology, compare/contrast, cause/effect, and problem/solution). Students can use these text structures to help determine how individuals, events, or ideas are portrayed in a text. |
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| RI.6.4          | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | • *Junior Scholastic* introduces students to more than 100 key social studies terms each year. These vocabulary words are bolded in the Student Edition. They are defined in the Words to Know box on the magazine’s back page and are supported by context clues.  
• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
• Vocabulary-specific skills sheets, such as DIY Vocabulary and Words to Know, help students identify and define unknown words and phrases in the articles.  
• The skills sheets focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to determine the meanings of words used in an article. |
| RI.6.5          | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | • Articles offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.  
• Longer articles and historical plays are broken into sections to promote comprehension of key ideas.  
• The skills sheets focus on comprehension strategies for nonfiction text, such as analyzing how ideas in an article relate to one another and how each section contributes to the overall development of ideas.  
• Quotes or statements expressing key ideas in an article are pulled out and set in large or colorful type to draw student attention and spark discussion.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to analyze a section of an article and how it relates to the text as a whole. |
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| RI.6.6          | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | • Full-class discussion questions in the Teacher’s Guide support the articles in each issue and focus on essential nonfiction reading skills, such as analyzing the author's point of view and purpose.  
• Texts are written for varying purposes. News articles are written to inform. The History Plays insert is designed to both inform and entertain. The debates offer arguments meant to persuade. Teachers can have students identify the purpose of a text and explore these purposes further through the use of skills sheets (examples include Understanding an Author’s Techniques and Analyzing Authors’ Claims).  
• Debates present a contemporary issue from two perspectives. Students can explore how each argument reflects a different point of view and evaluate which side makes the stronger case.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose. |
| RI.6.7          | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | • The Student Edition features numerous photos, infographics, and other text features—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. A single issue typically contains at least 25 photos, three maps, three charts/graphs, and at least one editorial cartoon. Teachers can explore how a visual treatment of a topic differs from a text.  
• Additional cartoons, timelines, charts, graphs, and other infographics are included in the Teacher’s Guide and online skills sheets, and are accompanied by higher-order thinking questions so students can practice analyzing and interpreting information presented in these formats.  
• Each issue offers a geography skills activity that requires students to integrate information presented in text and map format. Each accompanies an article and features a large map and key, plus related questions to develop essential map-reading skills.  
• History plays present information on an important chapter in American or world history. The plays are a useful learning tool for auditory and hands-on learners. |

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| RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | • Junior Scholastic’s website offers videos to complement articles in the print edition. Teachers may engage students in a discussion on how each medium contributes to their understanding of the topic.  
• Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format and provide practice in reading tables, charts, and maps. They make an ideal year-round reference guide for students. Teachers can explore how this type of presentation differs from traditional text. |
| RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | • The Debate feature in each issue can be used to analyze arguments. Students can identify the writer’s claims, reasons, and evidence through the skills sheet Analyzing Authors’ Claims. They can then choose a side of the issue to support and participate in a class debate on the topic. Students can also log on to the Junior Scholastic website to register their own opinions on the topic. |
| RI.6.9 | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | • Readers can compare and contrast articles written throughout the school year on similar topics. All back issues for the past three years are accessible on the Junior Scholastic website.  
• Junior Scholastic often includes paired texts in the Student Edition and online to present students with multiple viewpoints on a topic. Students can complete compare/contrast lesson activities and skills sheets to analyze and further their understanding of these texts. The activities can also spark class discussions about the similarities and differences in the point of view presented in each text.  
• The Junior Scholastic website offers videos on topics covered in the print magazine. Students can compare and contrast coverage in these different media. |
| RI.6.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | • Junior Scholastic covers a wide range of nonfiction topics relevant to the grades 6-8 curriculum, including current events, citizenship, science and technology, economics, geography, history, and more.  
• Each issue features articles at a range of Lexile® reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online. |

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RI.6.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | • Every lesson plan in the Teacher’s Guide provides suggestions for differentiation to assist students who are performing above or below grade level.  
• A variety of assessments allow teachers to easily monitor student comprehension. In the Student Edition, these include Your Turn questions, map and graph questions, cartoon analysis questions, and writing prompts. In the Teacher’s Guide and online, assessment opportunities include the Quiz Wizard, skills sheets, and the Extend & Assess feature to further students’ learning.  
• The skills sheets present skills and strategies to help all students read and comprehend grade-level nonfiction. Using articles from the issue, students will identify central ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, summarize information, identify causes and effects, identify problems and solutions, and distinguish among fact, opinion, and reasoned judgment. |

### WRITING STANDARDS

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W.6.1 | Write arguments to support claims with clear reasons and relevant evidence.  
  a. Introduce claim(s) and organize the reasons and evidence clearly.  
  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  
  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  
  d. Establish and maintain a formal style.  
  e. Provide a concluding statement or section that follows from the argument presented. | • The Your Turn questions that follow feature articles can be used as argument writing prompts. Students are encouraged to revisit the related article to find evidence to support their claims.  
• The Debate feature asks students to contemplate two sides of an issue. The skills sheet Analyzing Authors’ Claims asks students to evaluate each side of the debate and choose a side to support. Teachers can then have students write their own responses to the debate and complete additional research to find more reasons and evidence to defend their position. Students may also log on to the Junior Scholastic website to share their views with other readers.  
• The Cartoon Analysis asks students to write their opinions on important topics, and to support their views with reasons and evidence.  
• The Teacher’s Guide includes persuasive and argumentative writing prompts related to the issue. |
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| W.6.2           | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
                       a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
                       b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
                       c. Use appropriate transitions to clarify the relationships among ideas and concepts.  
                       d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
                       e. Establish and maintain a formal style.  
                       f. Provide a concluding statement or section that follows from the information or explanation presented. | • The Your Turn questions that follow feature articles can be used as informative writing prompts.  
• The Teacher’s Guide includes writing prompts (informative and other) related to the issue.  
• Students gain exposure to many rich text features when reading Junior Scholastic, such as photos, illustrations, captions, diagrams, maps, charts, graphs, and glossaries. Understanding their purposes can help students create their own text features when producing informative texts.  
• Many of the assessments in the Student Edition and Teacher’s Guides include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue.  
• Junior Scholastic is a model for academic and domain-specific vocabulary, which helps students write focused and unambiguous informative texts.  
• Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest. |
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| W.6.3           | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
    a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  
    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  
    e. Provide a conclusion that follows from the narrated experiences or events. |  
    • The Teacher’s Guide includes writing prompts related to the issue, including ones that challenge students to connect current events or history to their own experiences in a narrative.  
    • Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Short stories, personal memoirs, novels, and dramatic scripts are some of the categories included in the nationwide contest.  
    • The History Plays insert can serve as a model for narrative texts. While focused on true historic events that connect to the middle school curriculum, these plays employ effective narrative techniques, such as establishing setting, using narrators and well-developed characters, and integrating authentic dialogue.  |
| W.6.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  
    • When a lesson plan focuses on writing skills, it offers guidelines or directions appropriate to the specific writing task. (For example, a lesson on writing persuasive letters will direct students to begin by grabbing the reader’s attention.)  
    • Skills sheets that ask students to write about a topic in a specific style include the necessary formatting, so students can focus on the information they find and present, rather than on determining how to set up the assignment. They can then take their information, place it into the graphic organizer, and properly organize it in a longer writing assignment. |
| W.6.5           | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  
    • The Your Turn writing prompts in the Student Edition as well as the Extend & Assess writing opportunities in the Teacher’s Guide can become “first drafts” of writing assignments that are revised and edited in the classroom.  |

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| W.6.5           | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | • Students can use the discussion questions, lesson activities, and skills sheets from the Teacher's Guide and online as the first step in the writing process. From there, they can create first drafts, which can be revised and edited by their peers and teachers to produce final, publishable pieces of writing.  
• Articles in the Student Edition can be used as exemplar texts of polished, published writing. |
| W.6.6           | 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 three pages in a single sitting. | • Writing prompts in the Teacher's Guide and skills sheets call for students to conduct research on the Internet, and then compose essays based on the original article and what they've learned. Teachers may require that these essays be typed. |
| W.6.7           | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | • Junior Scholastic articles make excellent starting points for student research projects. The Student Edition and Teacher’s Guides both offer prompts to help students conduct further research online. Some research prompts include interdisciplinary research, which can be conducted in tandem with other subject areas.  
• Skills sheets in the Teacher’s Guide and online feature foundational research skills, such as determining the strength of sources, analyzing experts' opinions, and interpreting reference materials like almanacs. |
| W.6.8           | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | • Junior Scholastic’s print and digital issues are ideal, credible bibliographic sources for student writers.  
• Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article to model note taking, paraphrasing, and citing sources.  
• The Teacher’s Guides and skills sheets for each issue contain prompts that call for students to find additional sources online.  
• Students can use the current issue of Junior Scholastic, as well as online videos and the issue archive, for extension writing and research projects. Students are encouraged to cite textual evidence from the magazines and videos using direct quotes or paraphrasing, while properly citing their sources. |
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| W.6.9           | 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 informational writing, as sources of data, and as springboards for student writing projects on specific topics.  
• Skills sheets and full-class discussion questions in the Teacher’s Guide ask students to refer to the text when formulating their answers.  
• Your Turn questions, lesson activities, full-class discussion questions, skills sheets, and Extend & Assess questions in the Teacher’s Guide ask students to answer “right there” as well as inferencing questions about a text and to cite evidence from the article when answering.  
As texts become more complex, students can compare and contrast ideas within the text and across multiple texts.  
• Argument-writing activities related to the debate ask students to show how an author uses reasons and evidence to support his or her claims.  
• Using these skills on a regular basis can help students apply this knowledge to longer writing assignments and research projects.                                                                                                                                                                                                 |
<p>| W.6.10          | 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 Your Turn questions, lesson activities, skills sheets, and Extend &amp; Assess tasks in the Teacher’s Guide and online provide students with a variety of opportunities to write for different tasks, purposes, and audiences, such as persuasive letters, expository extended responses, and extension activities that require additional research. |</p>
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| SL.6.1          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  
  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  
  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | • Articles in the Student Edition lend themselves to discussions, which can be held as a class, in small groups, or in partnerships. Discussions can focus on important skills, such as citing text evidence and paraphrasing.  
• Your Turn questions following feature articles and discussion and debate topics in the Teacher's Guide can be used to spark lively class discussions.  
• The debate in each issue can be used to stage a formal classroom debate or informal conversations in various group formats. |
| SL.6.2          | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.                                                                 | • Students must understand information read aloud from articles and plays in the Student Edition.  
• All lesson activities and skills sheets can be completed together as a class, so students must participate orally to respond to questions.  
• Students must understand information presented in the videos available on the Junior Scholastic website. |
<p>| SL.6.3          | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.                                                                                                    | • When participating in a verbal debate with their peers, students can use the argument-writing activities provided with the Debate feature to take notes on students’ claims and the reasons and evidence they use to support them. Students can then respond to the argument by stating which claims are supported by reasons and evidence, and which claims are not. |</p>
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<td>SL.6.4</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>• Topics covered in the magazine and questions posed in the Student Edition or Teacher’s Guide can be used as springboards for oral reports.</td>
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<td>• The Extend &amp; Assess section of the Teacher’s Guide often asks students to conduct further research on a topic discussed in the issue. Their findings can be presented orally to the class.</td>
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<td>SL.6.5</td>
<td>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
<td>• The videos available online demonstrate the value of incorporating multimedia components into students’ own presentations. These multimedia components also serve as models for students to follow.</td>
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<td>• Photos, maps, graphs, and other elements from the magazine and website can be incorporated into student presentations as visual aids.</td>
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<td>SL.6.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>• The articles and plays in <em>Junior Scholastic</em> are perfect for reading aloud, giving students important practice in many aspects of public speaking, such as controlling volume, pacing, and intonation. Each issue includes texts of varying sizes, from lengthy articles to short sidebars and photo captions. This allows students of varying proficiencies to read aloud with fluency.</td>
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<td>• Questions posed in the Student Edition and Teacher’s Guide can be used for oral response in formal and informal settings.</td>
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<td>• Articles can be used to stimulate class discussions about given topics.</td>
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| L.6.1           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  
  b. Use intensive pronouns (e.g., myself, ourselves).  
  c. Recognize and correct inappropriate shifts in pronoun number and person.  
  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  
  e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | • The Words to Know feature supports grammar skills by identifying the parts of speech for key vocabulary words.  
• Student Edition articles exemplify appropriate use of pronouns.  
• Open-ended questions in the Your Turn feature, the Cartoon Analysis, and other sections provide students with opportunities to write using standard conventions of grammar and usage.  
• In the Teacher’s Guide, writing prompts, open-ended questions, and lesson plans provide students with opportunities to write using standard conventions of grammar and usage.  
• The articles, videos, and other supporting materials serve as models for usage of standard English grammar in speaking and writing. |
| L.6.2           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  
  b. Spell correctly. | • Articles in the Student Edition serve as models for correct usage of capitalization, punctuation, and spelling.  
• Open-ended questions in the Your Turn feature, the Cartoon Analysis, and other sections provide students with the opportunity to write using standard conventions of capitalization, punctuation, and spelling.  
• In the Teacher’s Guide, writing prompts, open-ended questions, and lesson plans provide students with the opportunity to write using standard conventions of capitalization, punctuation, and spelling. |
| L.6.3           | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Vary sentence patterns for meaning, reader/listener interest, and style.  
  b. Maintain consistency in style and tone. | • Articles in the Student Edition serve as models for nonfiction and journalistic-style writing and tone. They can be used as a basis for writing, speaking, and listening activities in both formal and informal settings through the Your Turn activities in the Student Edition as well as the full-length lesson plans and activities in the Teacher’s Guide and online. These activities provide students with the opportunity to practice using language conventions. |
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| L.6.4           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | • The Words to Know feature introduces students to more than 100 key social studies terms each year. These words are bolded in the Student Edition. They are defined in the Words to Know box on the back page of the magazine and are supported by context clues.  
• The Words to Know introduced in each issue are reviewed in a skills sheet available online.  
• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
• Junior Scholastic's skills sheets focus on important nonfiction reading skills, such as using context clues to determine word meaning.  
• The DIY Vocabulary skills sheet, available online with every issue, allows students to teach themselves the meaning of unfamiliar words using context clues. |
| L.6.5           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  a. Interpret figures of speech (e.g., personification) in context.  
  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | • Vocabulary words are defined, supported by context clues, and included in the Words to Know box on the back page of each issue.  
• Articles in the Student Edition feature word relationships, including synonyms, antonyms, analogies, and the use of connotation and denotation.  
• Skills sheets focusing on word relationships, such as cause/effect and classifying items, help students solidify their understanding of these relationships.  
• Many articles contain examples of idioms, puns, similes, metaphors, and other figurative language, which can be used for language instruction. |
<p>| L.6.6           | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | • Articles contain academic and domain-specific vocabulary words that are part of social studies and science curricula. These words are supported by definitions and context clues. |</p>
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| RH.6–8.1        | Cite specific textual evidence to support analysis of primary and secondary sources. | • *Junior Scholastic* offers both primary and secondary sources for students to read and analyze. Examples of primary sources include annotated excerpts of speeches made by Abraham Lincoln and Martin Luther King Jr.  
• Your Turn questions follow feature articles in the Student Edition, challenging students to make and support inferences from the text.  
• The Cartoon Analysis asks students to interpret and analyze editorial cartoons.  
• Skills sheets on analyzing primary sources focus on comprehension strategies for social studies and other nonfiction texts, including making inferences.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to cite specific evidence from the text.  
• Full-class discussion questions in the Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These questions are connected to the middle school social studies, history, and geography curricula.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers.  
• Higher-level critical-thinking questions in the Teacher’s Guide and online encourage students to analyze primary and secondary sources.  
• *Junior Scholastic* is available in a digital format for display on interactive whiteboards, making it easy for students to cite textual evidence as they answer and discuss questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text. |
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| RH.6–8.2        | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | • Nonfiction text features in *Junior Scholastic* provide scaffolding to help students identify central ideas and key details. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.  
• The Teacher’s Guide and online skills sheets focus on comprehension strategies for nonfiction text, such as identifying central ideas and supporting details. *Junior Scholastic* also provides skills sheets on writing summaries, an important foundational skill.  
• Full-class discussion questions in the Teacher’s Guide support feature stories in each issue. Questions focus on key ideas in the article and connect to the language arts, social studies, history, and other curricula.  
• *Junior Scholastic* guides students through a primary source document, challenging them to construct meaning and summarize information. A recent example is actress Emma Watson’s speech to the United Nations, provided in the History Plays insert.  
• Nonfiction text features, including headlines and subheadings, provide scaffolding to help students identify main ideas and key details.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition or a primary source found in the Teacher’s Guide or online. These writing prompts require students to summarize the text and explain it in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as identifying central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
| RH.6–8.3        | Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | • Many *Junior Scholastic* articles follow a chronological text structure to show clear steps in a process. The articles also make use of rich nonfiction text features, including timelines and diagrams, to visually convey this information.  
• Lesson activities and skills sheets in the Teacher’s Guides and online ask students to analyze and interpret these articles and text features to demonstrate understanding of the process discussed. |
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| RH.6–8.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | • Through the Words to Know feature, *Junior Scholastic* introduces students to more than 100 key social studies terms each year. These vocabulary words are bold in the Student Edition. They are defined in the Words to Know box on the back page of the magazine and are supported by context clues.  
• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to determine the meanings of words used in an article.  
• Vocabulary-specific skills sheets, such as DIY Vocabulary and Words to Know, focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning. |
| RH.6–8.5 | Describe how a text presents information (e.g., sequentially, comparatively, causally). | • Articles in the Student Edition offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.  
• The read-aloud plays present information in a unique dramatic format.  
• *Junior Scholastic*’s skills sheets focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution). |
| RH.6–8.6 | Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | • Texts in the Student Edition are written for varying purposes. News articles are written to inform. Plays are designed to both inform and entertain. The debates offer arguments meant to persuade—presenting two different positions. Teachers can have students identify the purpose a text as they read and explore these purposes further through the use of skills sheets in the Teacher’s Guide and online (examples include Understanding an Author’s Techniques and Analyzing Authors’ Claims).  
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| RH.6–8.6         | Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | • Debates present a contemporary issue in social studies from two perspectives. Students explore how each argument reflects a different viewpoint and evaluate which side makes the stronger case, while also taking into account information that the author may have intentionally left out.  
• Many articles contain quotations from experts or teens; these quotations can be analyzed to determine the speaker's point of view or purpose.  
• Full-class discussion questions in the Teacher's Guide support each issue’s feature stories and ask students to analyze the author’s purpose and point of view.  
• The Know the News assessment tool, available in the Teacher's Guide and online, provides test prep-style questions that feature questions regarding author’s purpose. |
| RH.6–8.7         | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | • The Student Edition and Teacher’s Guide feature numerous photos and infographics—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. A single Student Edition typically contains at least 25 photos, three maps, three charts/graphs, and at least one editorial cartoon.  
• Additional cartoons, timelines, charts, graphs, and other infographics are included in the Teacher’s Guide and online skills sheets, and are accompanied by higher-order thinking questions for students to practice analyzing and interpreting information presented in these formats.  
• Nonfiction text features, including headlines, subheadings, photos, captions, sidebars, boldfaced vocabulary words, and more, contribute to students’ understanding of a topic.  
• Each issue offers a geography skills activity that requires students to integrate information presented in text and map format. Each accompanies an article and features a large map and key, plus related questions to develop essential map-reading skills.  
• Junior Scholastic's website offers videos to complement articles in the print issue.  
• Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format, which allows students to practice reading tables, charts, and maps. |
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| RH.6–8.8        | Distinguish among fact, opinion, and reasoned judgment in a text. | • The Debate feature in each issue can be used to analyze arguments. Students can identify each writer's claims, reasons, and evidence using the skills sheet Analyzing Authors' Claims.  
• Several skills sheets ask students to distinguish among fact, opinion, and reasoned judgment.  
• Quotes from experts and teens that appear in an article may represent opinions, while other statements in the text represent facts. Students can compare and contrast the two types of statements. |
| RH.6–8.9        | Analyze the relationship between a primary and secondary source on the same topic. | • Nearly every article in Junior Scholastic includes primary sources in the form of photos. Lesson plans and skills sheets contain prompts calling for students to consider how the imagery adds to their understanding of the article, a secondary source.  
• Many articles in the Student Edition include a relevant primary source in the Teacher's Guide or online. Compare-and-contrast skills sheets allow students to read each source and show how each one presents information or a unique perspective. Your Turn and Extend & Assess writing prompts ask students to synthesize their comparisons in a paragraph or short essay. |
| RH.6–8.10       | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | • Junior Scholastic covers a wide range of topics relevant to the grades 6–8 history and social studies curriculum, including current events, citizenship, economics, geography, ancient civilizations, government, and more.  
• Each issue features articles at a range of Lexile® reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.  
• Each lesson plan in the Teacher's Guide provides suggestions for differentiation to assist students who are performing above or below grade level. |

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| RH.6–8.10       | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | • A variety of assessments allow teachers to easily monitor student comprehension of primary and secondary sources related to history and social studies. In the Student Edition, these include Your Turn questions, map and graph questions, cartoon analysis questions, and related writing prompts. In the Teacher’s Guide and online, assessment opportunities include the Quiz Wizard, skills sheets, and the Extend & Assess feature to further students’ learning.  
• The skills sheets present skills and strategies to help all students read and comprehend grade-level nonfiction. Using articles from the issue, students will identify main ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, summarize information, identify causes and effects, identify problems and solutions, and distinguish among fact, opinion, and reasoned judgment. |

**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS**

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| RST.6–8.1       | Cite specific textual evidence to support analysis of science and technical texts. | • Every issue of Junior Scholastic includes exciting science-themed articles. Recent topics include the drought in California, newly discovered planets outside our solar system, and engineering better homes for refugees, among others.  
• Compelling Your Turn questions follow feature articles in the Student Edition, challenging students to make and support inferences drawn from the text. Additional higher-order thinking questions appear in discussion questions and writing prompts in the Teacher’s Guide.  
• Skills sheets focus on comprehension strategies, such as drawing inferences, for science-themed and other nonfiction texts.  
• Full-class discussion questions in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These include questions connected to the middle school science curricula.  
• Junior Scholastic is available in digital format for display on interactive whiteboards, making it easy for students to cite textual evidence as they answer and discuss questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text. |

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### READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

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| RST.6-8.1       | Cite specific textual evidence to support analysis of science and technical texts. | • The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to cite specific evidence from the text.  
• The Quiz Wizard in the Teacher’s Guide is another way to measure student analysis of the text. This assessment requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as identifying central ideas and key details and determining whether statements from an article are facts or opinions.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers. |
| RST.6–8.2       | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | • Nonfiction text features in the articles provide scaffolding to help students identify central ideas and key details. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.  
• Skills sheets focus on comprehension strategies for nonfiction texts, such as identifying main ideas, summarizing information, and differentiating fact from opinion.  
• Full-class discussion questions in the Teacher’s Guide focus on key ideas in the article and connect to the language arts, science, and other curricula.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to summarize the text and explain it in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as distinguishing between central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
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<td>RST.6-8.3</td>
<td>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</td>
<td>• <em>Junior Scholastic</em> reports on discoveries and conclusions that have been made by real-world scientists using the scientific method.</td>
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<td>RST.6-8.4</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</td>
<td>• Science-themed articles in <em>Junior Scholastic</em> use and explain domain-specific vocabulary. Technical terms—such as exoplanet, greenhouse gas, and fault line—are defined in the text. • Skills sheets focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning. • In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.</td>
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<td>RST.6-8.5</td>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
<td>• Articles in the Student Edition (both print and online) offer various nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con. • Longer articles are broken into sections (with helpful topical subheadings) to promote comprehension of key ideas. • <em>Junior Scholastic</em>’s skills sheets focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause/effect and problem/solution).</td>
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<td>RST.6-8.6</td>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</td>
<td>• Texts in the Student Edition are written for varying purposes. For example, current events articles are written to inform. The plays are designed to both inform and entertain. The debates offer arguments meant to persuade. Teachers can have students identify the purpose of a text as they read. • Most articles contain quotations from experts or teens on the topic at hand; these quotations can be analyzed to determine the speaker’s point of view. • Full-class discussion questions appear in the Teacher’s Guide to support main stories in each issue and ask students to analyze the author’s purpose and point of view. • The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose.</td>
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| RST.6–8.7       | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | • The Student Edition and Teacher’s Guides both feature numerous photos and infographics—including diagrams, charts, graphs, and tables—to support and enhance the text.  
• Skills sheets focus on analyzing text features to help students become familiar with important science-related information presented in a visual format and how to best interpret the information described in each.  
• Junior Scholastic’s website offers videos to complement articles in the print issue. |
| RST.6–8.8       | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | • The Debate feature in every issue can be used to analyze arguments. Students can identify each writer’s claims, reasons, and evidence.  
• Skills sheets allow students to practice distinguishing between facts and reasoned judgments.  
• Quotes from experts and teens that appear in an article often represent opinions or speculations, while other statements in the text represent facts. Students can compare and contrast the two types of statements. |
| RST.6–8.9       | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | • The Junior Scholastic website offers videos to complement articles in the print issue. For example, after reading an article about environmental problems and solutions for Earth Day, students could visit the Junior Scholastic website to see a video of citizens participating in Earth Day activities. Skills sheets in the Teacher’s Guide and online that focus on compare-and-contrast allow students to see the similarities and differences between each source and how they present information about the same topic. |
| RST.6–8.10      | By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. | • Junior Scholastic covers a wide range of nonfiction topics relevant to the grades 6-8 curriculum, including science and technology.  
• Each issue features articles at a range of Lexile® reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.  
• Each lesson plan in the Teacher’s Guide provides suggestions for differentiation to assist students who are performing above or below grade level. |

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| RST.6–8.10      | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | • Teachers can monitor student comprehension with Junior Scholastic’s wide array of assessments. In the Student Edition, these include Your Turn questions and writing prompts. In the Teacher’s Guide, assessment opportunities include full-class discussion questions, the Quiz Wizard, skills sheets, and Extend & Assess questions. Additional skills sheets are available online.  
• Skills sheets allow students to identify central ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, write summaries, and more. |

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| WHST.6–8.1      | Write arguments focused on discipline-specific content.  
  a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
  b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
  d. Establish and maintain a formal style.  
  e. Provide a concluding statement or section that follows from and supports the argument presented. | • The Your Turn questions that follow many history- and science-themed articles lend themselves to argument writing. Students are encouraged to revisit the related article to find evidence to support their claims.  
• Each issue’s debate provides an excellent writing exercise. It asks students to contemplate and respond to two sides of a controversial issue. Students can evaluate each side of the debate using the skills sheet Analyzing Authors’ Claims. Teachers may also ask students to write their own responses to the debate.  
• The Cartoon Analysis asks students to write their opinions on important topics, and to support their views with reasons and evidence.  
• The Teacher’s Guide includes writing prompts (argumentative and other genres) related to the issue. Most of these prompts focus on the disciplines of history/social studies and science/technology.  
• Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Argument writing is one of several writing categories in the nationwide contest. |
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| WHST.6–8.2      | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  
  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
  e. Establish and maintain a formal style and objective tone.  
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | • The Your Turn questions that follow feature articles ask students to write informatively about history, social studies, science, or technology. Students are encouraged to revisit the related article to find evidence to support their claims.  
• The Teacher’s Guide includes writing prompts (informative and other genres) related to the issue.  
• Many of the assessments in the Student Edition and Teacher’s Guides (map and geography skills activities, skills sheets, and Extend & Assess questions) include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue.  
• Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest. |
| WHST.6–8.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | • The articles serve as exemplar texts that are written to specific tasks, purposes, and audiences.  
• When a lesson plan focuses on writing skills, it offers guidelines or directions appropriate to the specific writing task. (For example, a lesson on writing persuasive letters will direct students to begin by grabbing the reader’s attention.)  
• Skills sheets that ask students to write about a topic in a specific style include the necessary formatting, so students can focus on the information they find and present, rather than on determining how to set up the assignment. They can then take the information, place it into the graphic organizer, and properly organize it into a longer writing assignment. |
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| WHST.6–8.5      | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | • Writing activities that grow out of questions and prompts in the Student Edition and Teacher’s Guide can be further developed by following the steps of the writing process.  
• The Your Turn writing prompts in the Student Edition as well as the Extend & Assess writing opportunities in the Teacher’s Guide can become first drafts of writing assignments that are revised and edited in the classroom.  
• Students can use the discussion questions, lesson activities, and skills sheets from the Teacher’s Guide and online as the first step in the writing process. From there, they can create first drafts, which can be revised and edited by their peers and teachers to produce final, publishable pieces of writing.  
• Articles in the Student Edition can be used as exemplar texts of polished, published writing. |
| WHST.6–8.6      | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | • Students can share their ideas about the debate topic on the Junior Scholastic website.  
• Students can easily write and send letters to the editor of Junior Scholastic. |
| WHST.6–8.7      | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | • Junior Scholastic articles make excellent starting points for student research projects. The Student Edition and Teacher’s Guides offer prompts to help students conduct additional research online. Some research prompts include interdisciplinary research, which can be conducted in tandem with other subject areas.  
• Skills sheets in the Teacher’s Guide and online feature foundational research skills, such as determining the strength of sources, analyzing experts’ opinions, and interpreting reference materials like almanacs. |
| WHST.6–8.8      | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | • Junior Scholastic’s print and digital issues are ideal, credible bibliographic sources for student writers.  
• Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article in Junior Scholastic to model note taking, paraphrasing, and citing sources.  
• The Teacher’s Guides and skills sheets for each issue contain prompts that call for students to find additional online sources of information on a chosen topic. |

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<td>WHST.6–8.8</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
<td>• Students can use the current issue of <em>Junior Scholastic</em>, as well as online videos and the issue archive, for extension writing and research projects. Students are encouraged to cite textual evidence from the magazines and videos using direct quotes or paraphrasing, while properly citing their sources.</td>
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<td>WHST.6–8.9</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
<td>• Articles in the Student Edition can be used as exemplar texts of published informational writing, as sources of data, and as springboards for student writing projects on specific topics.</td>
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<td>• Full-class discussion questions and skills sheets in the Teacher’s Guides ask students to refer to the text when formulating their answers.</td>
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<td>• Your Turn questions, lesson activities, full-class discussion questions, skills sheets, and Extend &amp; Assess questions in the Teacher’s Guide ask students to answer “right there” as well as inferencing questions about a text and to cite evidence from the article. As texts become more complex, students can compare and contrast ideas within the text and across multiple texts.</td>
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<td>• Argument-writing activities related to the Debate feature ask students to show how an author uses reasons and evidence to support his or her claims as well as to show which pieces of evidence support specific reasons.</td>
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<td>• Using these skills sheets on a regular basis can help students apply this knowledge to longer writing assignments and research projects.</td>
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<td>WHST.6–8.10</td>
<td>Write routinely over extended time frames (time for 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.</td>
<td>• The Your Turn questions, lesson activities, skills sheets, and Extend &amp; Assess tasks in the Teacher’s Guide and online provide students with a variety of opportunities to write for different tasks, purposes, and audiences, such as persuasive letters, expository extended responses, and extension activities that require additional research.</td>
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**ENGLISH LANGUAGE ARTS**

**READING STANDARDS FOR INFORMATIONAL TEXT**

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| RI.7.1          | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | • Compelling Your Turn questions follow most articles in the Student Edition, challenging students to make and support inferences drawn from the text. Additional higher-order thinking questions appear in discussion questions and writing prompts in the Teacher’s Guide.  
• The Cartoon Analysis on the last page of the magazine asks students to interpret and analyze editorial cartoons.  
• A variety of skills sheets in the Teacher’s Guides and online focus on citing text evidence. They also reinforce comprehension strategies for nonfiction text, such as making inferences.  
• The Extend & Assess section of the Teacher’s Guide often asks students to complete short writing assignments based on an article. These writing prompts require students to cite specific evidence from the text in their responses.  
• Full-class discussion questions in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These ideas connect to the language arts, social studies, history, geography, science, and math curricula.  
• The Quiz Wizard in the Teacher’s Guide is another way to measure student analysis of the text. This assessment requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as distinguishing between central ideas and key details and determining whether statements from an article are facts or opinions. |
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| RI.7.1          | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | • The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers.  
• *Junior Scholastic* is also available in digital format for display on interactive whiteboards, making it easier than ever for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text. |
| RI.7.2          | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | • Nonfiction text features, including titles and subtitles, provide scaffolding so students can identify main ideas and key details.  
• The Teacher’s Guides and online skills sheets focus on comprehension strategies for nonfiction text, such as identifying central ideas and supporting details. *Junior Scholastic* also provides skills sheets on writing summaries, an important foundational skill.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article in the Student Edition. These writing prompts require students to summarize the text and explain the article in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine answers, and offers questions in a variety of formats, such as identifying central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
| RI.7.3          | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | • The relationships among people, events, and ideas underlie every article in *Junior Scholastic*. Articles explore such interactions as how Supreme Court justices interpret the Constitution and how colonization affected the development of African nations. Lesson plans and review questions guide students to notice and analyze those intricate connections.  
• Many lesson activities and skills sheets focus on the concept of sequencing (through chronology, compare/contrast, cause/effect, and problem/solution). Students can use these text structures to help determine how individuals, events, or ideas interact in a text. |
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| RI.7.4          | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | • *Junior Scholastic* introduces students to more than 100 key social studies terms each year. These vocabulary words are bolded in the Student Edition. They are defined in the Words to Know box on the magazine’s back page and are supported by context clues.  
• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
• Vocabulary-specific skills sheets, such as DIY Vocabulary and Words to Know, help students identify and define unknown words and phrases in the articles.  
• The skills sheets focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning and how certain words impact the meaning and tone of a text.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to determine the meanings of words used in an article. |
| RI.7.5          | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | • Articles offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.  
• Longer articles and historical plays are broken into sections to promote comprehension of key ideas.  
• The skills sheets focus on comprehension strategies for nonfiction text, such as analyzing how ideas in an article relate to one another and how each section contributes to the overall development of ideas.  
• Quotes or statements expressing key ideas in an article are pulled out and set in large or colorful type to draw student attention and spark discussion.  
• Questions guide students through a text, helping them understand how each portion of the article contributes to the whole and to the development of the ideas.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to analyze a section of an article and how it relates to the text as a whole. |
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| RI.7.6          | Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | • Full-class discussion questions in the Teacher’s Guide support the articles in each issue and focus on essential nonfiction reading skills, such as analyzing the author's point of view and purpose.  
• Texts are written for varying purposes. News articles are written to inform. The History Plays insert is designed to both inform and entertain. The debates offer arguments meant to persuade. Teachers can have students identify the purpose of a text and explore these purposes further through the use of skills sheets (examples include Understanding an Author’s Techniques and Analyzing Authors’ Claims).  
• Debates present a contemporary issue from two perspectives. Students can explore how each argument reflects a different point of view and evaluate which side makes the stronger case.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose. |
| RI.7.7          | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | • Junior Scholastic’s website offers videos to complement articles in the print edition. Teachers may engage students in a discussion on how each medium contributes to their understanding of the topic.  
• Lesson plans and skills sheets contain prompts that encourage students to find additional information online. Students can explore how these websites differ from print magazines.  
• The Student Edition features numerous photos, infographics, and other text features—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. A single issue typically contains at least 25 photos, three maps, three charts/graphs, and at least one editorial cartoon. Teachers can explore how a visual treatment of a topic differs from a text.  
• Additional cartoons, timelines, charts, graphs, and other infographics are included in the Teacher’s Guide and online skills sheets, and are accompanied by higher-order thinking questions so students can practice analyzing and interpreting information presented in these formats.  
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| RI.7.7          | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | • *Junior Scholastic*’s History Plays present information on an important chapter in American or world history. The read-aloud play format is a useful learning tool for auditory and hands-on learners and can spark discussion on how this unique medium differs from a traditional article.  
  
  • Each issue offers a geography skills activity that requires students to integrate information presented in text and map format. Each accompanies an article and features a large map and key, plus related questions to develop essential map-reading skills.  
  
  • Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format and provide practice in reading tables, charts, and maps. They make an ideal year-round reference guide for students. Teachers can explore how this type of presentation differs from traditional text. |
| RI.7.8          | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | • The Debate feature in each issue can be used to analyze arguments. Students can identify the writer’s claims, reasons, and evidence through the skills sheet Analyzing Authors’ Claims. They can then choose a side of the issue to support and participate in a class debate on the topic. Students can also log on to the *Junior Scholastic* website to register their own opinions on the topic. |
| RI.7.9          | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | • Each issue’s Debate feature includes two writers who present opposing views on the same subject.  
  
  • Lesson plans and skills sheets often contain online research prompts related to a feature story. For example, students can read a *Junior Scholastic* article about China, and then explore several related websites. Students can explore why different sources may offer conflicting information or points of view.  
  
  • *Junior Scholastic* often includes paired texts in the Student Edition and online to present students with multiple viewpoints on a topic. Students can complete compare/contrast lesson activities and skills sheets to analyze the evidence presented in each text and how each author interprets the information he or she presents. These activities can also spark class discussions about the similarities and differences in the point of view presented in each text. |

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| RI.7.9          | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | • The Junior Scholastic website offers videos on topics covered in the print magazine. Students can compare and contrast coverage in these different media.  
• Readers can compare and contrast articles written throughout the school year on similar topics. All back issues for the past three years are accessible on the Junior Scholastic website. |
| RI.7.10         | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | • Junior Scholastic covers a wide range of nonfiction topics relevant to the grades 6–8 curriculum, including current events, citizenship, science and technology, economics, geography, history, and more.  
• Each issue features articles at a range of Lexile® reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.  
• Each lesson plan in the Teacher’s Guide provides suggestions for differentiation to assist students who are performing above or below grade level.  
• A variety of assessments allow teachers to easily monitor student comprehension. In the Student Edition, these include Your Turn questions, map and graph questions, Cartoon Analysis questions, and writing prompts. In the Teacher’s Guide and online, assessment opportunities include the Quiz Wizard, skills sheets, and the Extend & Assess feature to further students’ learning.  
• The skills sheets present skills and strategies to help all students read and comprehend grade-level nonfiction. Using articles from the issue, students will identify main ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, summarize information, identify causes and effects, identify problems and solutions, and distinguish among fact, opinion, and reasoned judgment. |
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<td>W.7.1</td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>• The Your Turn questions that follow feature articles can be used as argument writing prompts. Students are encouraged to revisit the related article to find evidence to support their claims.</td>
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<td>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>• The Debate feature asks students to contemplate two sides of an issue. The skills sheet Analyzing Authors' Claims asks students to evaluate each side of the debate and choose a side to support. Teachers can then have students write their own responses to the debate and complete additional research to find more reasons and evidence to defend their position. Students may also log on to the Junior Scholastic website to share their views with other readers.</td>
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<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
<td>• The Cartoon Analysis asks students to write their opinions on important topics, and to support their views with reasons and evidence.</td>
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<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
<td>• The Teacher's Guide includes persuasive and argumentative writing prompts related to the issue.</td>
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<td>d. Establish and maintain a formal style.</td>
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<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<td>W.7.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>- The Your Turn questions that follow feature articles can be used as informative writing prompts.</td>
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<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>- The Teacher’s Guide includes writing prompts (informative and other) related to the issue.</td>
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<td>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>- Students gain exposure to many rich text features when reading <em>Junior Scholastic</em>, such as photos, illustrations, captions, diagrams, maps, charts, graphs, and glossaries. Understanding their purposes can help students create their own text features when producing informative texts.</td>
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<td>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>- Many of the assessments in the Student Edition and Teacher’s Guides include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue.</td>
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<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>- <em>Junior Scholastic</em> is a model for academic and domain-specific vocabulary, which helps students write focused and unambiguous informative texts.</td>
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<td>e. Establish and maintain a formal style.</td>
<td>- <em>Junior Scholastic</em> readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest.</td>
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<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
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<td>W.7.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>• The Teacher’s Guide includes writing prompts related to the issue, including ones that challenge students to connect current events or history to their own experiences in a narrative.</td>
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<td>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td>• Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Short stories, personal memoirs, novels, and dramatic scripts are some of the narrative writing categories included in the nationwide contest.</td>
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<td>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td>• The History Plays insert can serve as a model for narrative texts. While focused on true historic events that connect to the middle school curriculum, these plays employ effective narrative techniques, such as establishing setting, using narrators and well-developed characters, and integrating authentic dialogue.</td>
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<td>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<td>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
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<td>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
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<td>W.7.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>• When a lesson plan focuses on writing skills, it offers guidelines or directions appropriate to the specific writing task. (For example, a lesson on writing persuasive letters will direct students to begin by grabbing the reader’s attention.)</td>
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<td>• Skills sheets that ask students to write about a topic in a specific style include the necessary formatting, so students can focus on the information they find and present, rather than on determining how to set up the assignment. They can then take their information, place it into the graphic organizer, and properly organize it in a longer writing assignment.</td>
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| W.7.5          | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | • The Your Turn writing prompts in the Student Edition as well as the Extend & Assess writing opportunities in the Teacher’s Guide can become “first drafts” of writing assignments that are revised and edited in the classroom.  
• Students can use the discussion questions, lesson activities, and skills sheets from the Teacher’s Guide and online as the first step in the writing process. From there, they can create first drafts, which can be revised and edited by their peers and teachers to produce final, publishable pieces of writing.  
• Articles in the Student Edition can be used as exemplar texts of polished, published writing.                                                                                                                                                                                   |
| W.7.6          | Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                                                                   | • Writing prompts in the Teacher’s Guide and skills sheets call for students to conduct research on the internet, and then compose essays based on the original article and what they’ve learned. While conducting this research, students must cite their sources.                                                                                            |
| W.7.7          | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                     | • Junior Scholastic articles make excellent starting points for student research projects. The Student Edition and Teacher’s Guides both offer prompts to help students conduct further research online. Some research prompts include interdisciplinary research, which can be conducted in tandem with other subject areas.  
• Skills sheets in the Teacher’s Guide and online feature foundational research skills, such as determining the strength of sources, analyzing experts’ opinions, and interpreting reference materials like almanacs.                                                                                         |
| W.7.8          | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | • Junior Scholastic’s print and digital issues are ideal, credible bibliographic sources for student writers.  
• Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article to model note taking, paraphrasing, and citing sources.  
• The Teacher’s Guides and skills sheets for each issue contain prompts that call for students to find additional sources online.  
• Students can use the current issue of Junior Scholastic, as well as online videos and the issue archive, for extension writing and research projects. Students are encouraged to cite textual evidence from the magazines and videos using direct quotes or paraphrasing, while properly citing their sources.                                                                 |
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| W.7.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
|                 | a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).  
|                 | b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). | • Articles in the Student Edition can be used as exemplar texts of published informational writing, as sources of data, and as springboards for student writing projects on specific topics.  
|                 | | • Skills sheets and full-class discussion questions in the Teacher’s Guide ask students to refer to the text when formulating their answers.  
|                 | | • Your Turn questions, lesson activities, full-class discussion questions, skills sheets, and Extend & Assess questions in the Teacher’s Guide ask students to answer “right there” as well as inferencing questions about a text and to cite evidence from the article when answering. As texts become more complex, students can compare and contrast ideas within the text and across multiple texts.  
|                 | | • Argument-writing activities related to the debate ask students to show how an author uses reasons and evidence to support his or her claims.  
<p>|                 | | • Using these skills on a regular basis can help students apply this knowledge to longer writing assignments and research projects. |
| W.7.10          | 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 Your Turn questions, lesson activities, skills sheets, and Extend &amp; Assess tasks in the Teacher’s Guide and online provide students with a variety of opportunities to write for different tasks, purposes, and audiences, such as persuasive letters, expository extended responses, and extension activities that require additional research. |</p>
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| SL.7.1          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
   b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  
   c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  
   d. Acknowledge new information expressed by others and, when warranted, modify their own views. | • Articles in the Student Edition lend themselves to discussions, which can be held as a class, in small groups, or in partnerships. Discussions can focus on important skills, such as citing text evidence and paraphrasing.  
• Your Turn questions following feature articles and discussion and debate topics in the Teacher’s Guide can be used to spark lively class discussions.  
• The debate in each issue can be used to stage a formal classroom debate or informal conversations in various group formats. |
| SL.7.2          | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | • Students must understand information read aloud from articles and plays in the Student Edition.  
• All lesson activities and skills sheets can be completed together as a class, so students must participate orally to respond to questions.  
• Students must understand information presented in the videos available on the Junior Scholastic website. |
<p>| SL.7.3          | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | • If participating in a verbal debate with their peers, students can use the argument-writing activities provided with the Debate feature to take notes on students' claims and the reasons and evidence they use to support them. Students can then respond to the argument by stating which claims are supported by reasons and evidence, and which claims are not. |</p>
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| SL.7.4          | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | • Topics covered in the magazine and questions posed in the Student Edition or Teacher’s Guide can be used as springboards for oral reports.  
• The Extend & Assess section of the Teacher’s Guide often asks students to conduct further research on a topic discussed in the issue. Their findings can be presented orally to the class. |
| SL.7.5          | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | • The videos available online demonstrate the value of incorporating multimedia components into students’ own presentations. These multimedia components also serve as models for students to follow.  
• Photos, maps, graphs, and other elements from the magazine and website can be incorporated into student presentations as visual aids, which can be used to explain claims and findings and to emphasize specific pieces of information. |
| SL.7.6          | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | • The articles and plays in *Junior Scholastic* are perfect for reading aloud, giving students important practice in many aspects of public speaking, such as controlling volume, pacing, and intonation. Each issue includes texts of varying sizes, from lengthy articles to short sidebars and photo captions. This allows students of varying proficiencies to read aloud with fluency.  
• Questions posed in the Student Edition and Teacher’s Guide can be used for oral response in formal and informal settings.  
• Articles can be used to stimulate class discussions about given topics. |
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| L.7.1           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Explain the function of phrases and clauses in general and their function in specific sentences.  
  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  
  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |  
  • The Words to Know feature supports grammar skills by identifying the parts of speech for key vocabulary words.  
  • Student Edition articles exemplify appropriate use of pronouns.  
  • Open-ended questions in the Your Turn feature, the Cartoon Analysis, and other sections provide students with opportunities to write using standard conventions of grammar and usage.  
  • In the Teacher’s Guide, writing prompts, open-ended questions, and lesson plans provide students with opportunities to write using standard conventions of grammar and usage.  
  • The articles, videos, and other supporting materials serve as models for usage of standard English grammar in speaking and writing. |
| L.7.2           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).  
  b. Spell correctly. |  
  • Articles in the Student Edition serve as models for correct usage of capitalization, punctuation, and spelling.  
  • Open-ended questions in the Your Turn feature, the Cartoon Analysis, and other sections provide students with the opportunity to write using standard conventions of capitalization, punctuation, and spelling.  
  • In the Teacher’s Guide, writing prompts, open-ended questions, and lesson plans provide students with the opportunity to write using standard conventions of capitalization, punctuation, and spelling. |
| L.7.3           | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |  
  • Articles in the Student Edition serve as models for nonfiction and journalistic-style writing and tone. They can be used as a basis for writing, speaking, and listening activities in both formal and informal settings through the Your Turn activities in the Student Edition as well as the full-length lesson plans and activities in the Teacher’s Guide and online. These activities provide students with the opportunity to practice using language conventions and build their writing skills. |
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| L.7.4           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  
  
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | • The Words to Know feature introduces students to more than 100 key social studies terms each year. These words are bolded in the Student Edition. They are defined in the Words to Know box on the back page of the magazine and are supported by context clues.  
  • The Words to Know introduced in each issue are reviewed in a skills sheet available online.  
  • In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
  • *Junior Scholastic's* skills sheets focus on important nonfiction reading skills, such as using context clues to determine word meaning.  
  • The DIY Vocabulary skills sheet, available online with every issue, allows students to teach themselves the meaning of unfamiliar words using context clues. |
| L.7.5           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). | • Vocabulary words are defined, supported by context clues, and included in the Words to Know box on the back page of the magazine.  
  • Articles in the Student Edition feature word relationships, including synonyms, antonyms, analogies, and the use of connotation and denotation.  
  • Skills sheets focusing on word relationships, such as cause/effect and classifying items, help students solidify their understanding of these relationships.  
  • Many articles contain examples of idioms, puns, similes, metaphors, irony, and other figurative language, which can be used for language instruction. |
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<td>L.7.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>• Articles contain academic and domain-specific vocabulary words that are part of social studies and science curricula. These words are supported by definitions and context clues.</td>
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**LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

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| RH.6–8.1        | Cite specific textual evidence to support analysis of primary and secondary sources. | • *Junior Scholastic* offers both primary and secondary sources for students to read and analyze. Examples of primary sources include annotated excerpts of speeches made by Abraham Lincoln and Martin Luther King Jr.  
• Your Turn questions follow feature articles in the Student Edition, challenging students to make and support inferences from the text.  
• The Cartoon Analysis asks students to interpret and analyze editorial cartoons.  
• Skills sheets on analyzing primary sources focus on comprehension strategies for social studies and other nonfiction texts, including making inferences.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to cite specific evidence from the text.  
• Full-class discussion questions in the Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These questions are connected to the middle school social studies, history, and geography curricula.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers.  
• Higher-level critical-thinking questions in the Teacher’s Guide and online encourage students to analyze primary and secondary sources.  
• *Junior Scholastic* is available in a digital format for display on interactive whiteboards, making it easy for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text. |
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| RH.6–8.2        | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | • Nonfiction text features in Junior Scholastic provide scaffolding to help students identify central ideas and key details. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.  
• The Teacher’s Guide and online skills sheets focus on comprehension strategies for nonfiction text, such as identifying central ideas and supporting details. Junior Scholastic also provides skills sheets on writing summaries, an important foundational skill.  
• Full-class discussion questions in the Teacher’s Guide support feature stories in each issue. Questions focus on key ideas in the article and connect to the language arts, social studies, history, and other curricula.  
• Junior Scholastic guides students through a primary source document, challenging them to construct meaning and summarize information. A recent example is actress Emma Watson’s speech to the United Nations, provided in the History Plays insert.  
• Nonfiction text features, including headlines and subheadings, provide scaffolding to help students identify main ideas and key details.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition or a primary source found in the Teacher’s Guide or online. These writing prompts require students to summarize the text and explain it in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as identifying central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |

| RH.6–8.3        | Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | • Many Junior Scholastic articles follow a chronological text structure to show clear steps in a process. The articles also make use of rich nonfiction text features, including timelines and diagrams, to visually convey this information.  
• Lesson activities and skills sheets in the Teacher’s Guides and online ask students to analyze and interpret these articles and text features to demonstrate understanding of the process discussed. |
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| RH.6–8.4        | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | • Through the Words to Know feature, *Junior Scholastic* introduces students to more than 100 key social studies terms each year. These vocabulary words are bold in the Student Edition. They are defined in the Words to Know box on the back page of the magazine and are supported by context clues.  
• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
• The Know the News assessment tool, available in the Teacher's Guide and online, provides test prep-style questions that ask students to determine the meanings of words used in an article.  
• Vocabulary-specific skills sheets, such as DIY Vocabulary and Words to Know, focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning. |
| RH.6–8.5        | Describe how a text presents information (e.g., sequentially, comparatively, causally). | • Articles in the Student Edition offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.  
• The read-aloud plays present information in a unique dramatic format.  
• *Junior Scholastic*’s skills sheets focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution). |
| RH.6–8.6        | Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | • Texts in the Student Edition are written for varying purposes. News articles are written to inform. Plays are designed to both inform and entertain. The debates offer arguments meant to persuade—presenting two different positions. Teachers can have students identify the purpose of a text as they read and explore these purposes further through the use of skills sheets in the Teacher’s Guide and online (examples include Understanding an Author’s Techniques and Analyzing Authors’ Claims).  
• Debates present a contemporary issue in social studies from two perspectives. Students explore how each argument reflects a different viewpoint and evaluate which side makes the stronger case, while also taking into account information that the author may have intentionally left out. |

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| RH.6–8.6        | Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | • Many articles contain quotations from experts or teens; these quotations can be analyzed to determine the speaker’s point of view or purpose.  
• Full-class discussion questions in the Teacher’s Guide support each issue’s feature stories and ask students to analyze the author’s purpose and point of view.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose. |
| RH.6–8.7        | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | • The Student Edition and Teacher’s Guide feature numerous photos and infographics—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. A single Student Edition typically contains at least 25 photos, three maps, three charts/graphs, and at least one editorial cartoon.  
• Additional cartoons, timelines, charts, graphs, and other infographics are included in the Teacher’s Guide and online skills sheets, and are accompanied by higher-order thinking questions for students to practice analyzing and interpreting information presented in these formats.  
• Nonfiction text features, including headlines, subheadings, photos, captions, sidebars, boldfaced vocabulary words, and more, contribute to students’ understanding of a topic.  
• Each issue offers a geography skills activity that requires students to integrate information presented in text and map format. Each accompanies an article and features a large map and key, plus related questions to develop essential map-reading skills.  
• Junior Scholastic’s website offers videos to complement articles in the print issue.  
• Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format, which allows students to practice reading tables, charts, and maps. |
<p>| RH.6–8.8        | Distinguish among fact, opinion, and reasoned judgment in a text. | The Debate feature in each issue can be used to analyze arguments. Students can identify each writer’s claims, reasons, and evidence using the skills sheet Analyzing Authors’ Claims. (continued) |</p>
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| RH.6–8.8        | Distinguish among fact, opinion, and reasoned judgment in a text. | • Several skills sheets ask students to distinguish among fact, opinion, and reasoned judgment.  
• Quotes from experts and teens that appear in an article may represent opinions, while other statements in the text represent facts. Students can compare and contrast the two types of statements. |
| RH.6–8.9        | Analyze the relationship between a primary and secondary source on the same topic. | • Nearly every article in Junior Scholastic includes primary sources in the form of photos. Lesson plans and skills sheets contain prompts calling for students to consider how the imagery adds to their understanding of the article, a secondary source.  
• Many articles in the Student Edition include a relevant primary source in the Teacher’s Guide or online. Compare-and-contrast skills sheets allow students to read each source and show how each one presents information or a unique perspective. Your Turn and Extend & Assess writing prompts ask students to synthesize their comparisons in a paragraph or short essay. |
| RH.6–8.10       | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | • Junior Scholastic covers a wide range of topics relevant to the grades 6–8 history and social studies curriculum, including current events, citizenship, economics, geography, ancient civilizations, government, and more.  
• Each issue features articles at a range of Lexile reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.  
• Each lesson plan in the Teacher’s Guide provides suggestions for differentiation to assist students who are performing above or below grade level.  
• A variety of assessments allow teachers to easily monitor student comprehension of primary and secondary sources related to history and social studies.  
• In the Student Edition, these include Your Turn questions, map and graph questions, cartoon analysis questions, and related writing prompts. In the Teacher’s Guide and online, assessment opportunities include the Quiz Wizard, skills sheets, and the Extend & Assess feature to further students’ learning. |

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<td>RH.6–8.10</td>
<td>By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</td>
<td>• The skills sheets present skills and strategies to help all students read and comprehend grade-level nonfiction. Using articles from the issue, students will identify main ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, summarize information, identify causes and effects, identify problems and solutions, and distinguish among fact, opinion, and reasoned judgment.</td>
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**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS**

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| RST.6–8.1       | Cite specific textual evidence to support analysis of science and technical texts. | • Every issue of Junior Scholastic includes exciting science-themed articles. Recent topics include the drought in California, newly discovered planets outside our solar system, and engineering better homes for refugees, among others.  

• Compelling Your Turn questions follow feature articles in the Student Edition, challenging students to make and support inferences drawn from the text. Additional higher-order thinking questions appear in discussion questions and writing prompts in the Teacher’s Guide.  

• Skills sheets focus on comprehension strategies, such as drawing inferences, for science-themed and other nonfiction texts.  

• Full-class discussion questions in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These include questions connected to the middle-school science curricula.  

• Junior Scholastic is available in digital format for display on interactive whiteboards, making it easy for students to cite textual evidence as they answer and discuss questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text.  

• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to cite specific evidence from the text. |

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| RST.6–8.1       | Cite specific textual evidence to support analysis of science and technical texts. | • The Quiz Wizard in the Teacher’s Guide is another way to measure student analysis of the text. This assessment requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as identifying central ideas and key details and determining whether statements from an article are facts or opinions.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers. |
| RST.6–8.2       | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | • Nonfiction text features in the articles provide scaffolding to help students identify central ideas and key details. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.  
• Skills sheets focus on comprehension strategies for nonfiction texts, such as identifying main ideas, summarizing information, and differentiating fact from opinion.  
• Full-class discussion questions in the Teacher’s Guide focus on key ideas in the article and connect to the language arts, science, and other curricula.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to summarize the text and explain it in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as distinguishing between central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
<p>| RST.6–8.3       | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | • Junior Scholastic reports on discoveries and conclusions that have been made by real-world scientists using the scientific method. |</p>
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<td>RST.6–8.4</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
<td>• Science-themed articles in <em>Junior Scholastic</em> use and explain domain-specific vocabulary. Technical terms—such as <em>exoplanet</em>, <em>greenhouse gas</em>, and <em>fault line</em>—are defined in the text.</td>
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<td>• Skills sheets focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning.</td>
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<td>• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.</td>
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<td>RST.6–8.5</td>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
<td>• Articles in the Student Edition (both print and online) offer various nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.</td>
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<td>• Longer articles are broken into sections (with helpful topical subheadings) to promote comprehension of key ideas.</td>
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<td>• <em>Junior Scholastic’s</em> skills sheets focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution).</td>
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<td>RST.6–8.6</td>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</td>
<td>• Texts in the Student Edition are written for varying purposes. For example, current events articles are written to inform. The plays are designed to both inform and entertain. The debates offer arguments meant to persuade. Teachers can have students identify the purpose of a piece of text as they read.</td>
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<td>• Most articles contain quotations from experts or teens on the topic at hand; these quotations can be analyzed to determine the speaker’s point of view.</td>
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<td>• Full-class discussion questions appear in the Teacher’s Guide to support main stories in each issue and ask students to analyze the author’s purpose and point of view.</td>
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<td>• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose.</td>
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<td>RST.6–8.7</td>
<td>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</td>
<td>• The Student Edition and Teacher’s Guides both feature numerous photos and infographics—including diagrams, charts, graphs, and tables—to support and enhance the text. • Skills sheets focus on analyzing text features to help students become familiar with important science-related information presented in a visual format and how to best interpret the information described in each. • Junior Scholastic’s website offers videos to complement articles in the print issue.</td>
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<td>RST.6–8.8</td>
<td>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</td>
<td>• The Debate feature in every issue can be used to analyze arguments. Students can identify each writer’s claims, reasons, and evidence. • Skills sheets allow students to practice distinguishing between facts and reasoned judgments. • Quotes from experts and teens that appear in an article often represent opinions or speculations, while other statements in the text represent facts. Students can compare and contrast the two types of statements.</td>
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<td>RST.6–8.9</td>
<td>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</td>
<td>• The Junior Scholastic website offers videos to complement articles in the print issue. For example, after reading an article about environmental problems and solutions for Earth Day, students could visit the Junior Scholastic website to see a video of citizens participating in Earth Day activities. Skills sheets in the Teacher’s Guide and online that focus on compare-and-contrast allow students to see the similarities and differences between each source and how they present information about the same topic.</td>
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<tr>
<td>RST.6–8.10</td>
<td>By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</td>
<td>• Junior Scholastic covers a wide range of nonfiction topics relevant to the grades 6–8 curriculum, including science and technology. • Each issue features articles at a range of Lexile reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.</td>
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| RST.6–8.10      | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | • Each lesson plan in the Teacher's Guide provides suggestions for differentiation to assist students who are performing above or below grade level.  
• Teachers can monitor student comprehension with *Junior Scholastic*’s wide array of assessments. In the Student Edition, these include Your Turn questions and writing prompts. In the Teacher’s Guide, assessment opportunities include full-class discussion questions, the Quiz Wizard, skills sheets, and Extend & Assess questions. Additional skills sheets are available online.  
• Skills sheets allow students to identify central ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, write summaries, and more. |

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

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| WHST.6–8.1      | Write arguments focused on discipline-specific content.  
  a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
  b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
  d. Establish and maintain a formal style.  
  e. Provide a concluding statement or section that follows from and supports the argument presented. | • The Your Turn questions that follow many history- and science-themed articles lend themselves to argument writing. Students are encouraged to revisit the related article to find evidence to support their claims.  
• Each issue’s debate provides an excellent writing exercise. It asks students to contemplate and respond to two sides of a controversial issue. Students can evaluate each side of the debate using the skills sheet Analyzing Authors’ Claims. Teachers may also ask students to write their own responses to the debate.  
• The Cartoon Analysis asks students to write their opinions on important topics, and to support their views with reasons and evidence.  
• The Teacher’s Guide includes writing prompts (argumentative and other genres) related to the issue. Most of these prompts focus on the disciplines of history/social studies and science/technology.  
• *Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Argument writing is one of several writing categories in the nationwide contest. |
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<td>WHST.6–8.2</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. &lt;br&gt; a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. &lt;br&gt; b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. &lt;br&gt; c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. &lt;br&gt; d. Use precise language and domain-specific vocabulary to inform about or explain the topic. &lt;br&gt; e. Establish and maintain a formal style and objective tone. &lt;br&gt; f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>• The Your Turn questions that follow feature articles ask students to write informatively about history, social studies, science, or technology. Students are encouraged to revisit the related article to find evidence to support their claims. &lt;br&gt; • The Teacher’s Guide includes writing prompts (informative and other genres) related to the issue. &lt;br&gt; • Many of the assessments in the Student Edition and Teacher’s Guides (map and geography skills activities, skills sheets, and Extend &amp; Assess questions) include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue. &lt;br&gt; • Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest.</td>
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<td>WHST.6–8.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>• The articles serve as exemplar texts that are written to specific tasks, purposes, and audiences. &lt;br&gt; • When a lesson plan focuses on writing skills, it offers guidelines or directions appropriate to the specific writing task. (For example, a lesson on writing persuasive letters will direct students to begin by grabbing the reader’s attention.) &lt;br&gt; • Skills sheets that ask students to write about a topic in a specific style include the necessary formatting, so students can focus on the information they find and present, rather than on determining how to set up the assignment. They can then take the information, place it into the graphic organizer, and properly organize it into a longer writing assignment.</td>
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| WHST.6–8.5      | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | • The Your Turn writing prompts in the Student Edition as well as the Extend & Assess writing opportunities in the Teacher's Guide can become first drafts of writing assignments that are revised and edited in the classroom.  
• Students can use the discussion questions, lesson activities, and skills sheets from the Teacher's Guide and online as the first step in the writing process. From there, they can create first drafts, which can be revised and edited by their peers and teachers to produce final, publishable pieces of writing.  
• Articles in the Student Edition can be used as exemplar texts of polished, published writing. |
| WHST.6–8.6      | Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | • Students can share their ideas about the debate topic on the Junior Scholastic website.  
• Students can easily write and send letters to the editor of Junior Scholastic. |
| WHST.6–8.7      | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | • Junior Scholastic articles make excellent starting points for student research projects. The Student Edition and Teacher’s Guides offer prompts to help students conduct additional research online. Some research prompts include interdisciplinary research, which can be conducted in tandem with other subject areas.  
• Skills sheets in the Teacher’s Guide and online feature foundational research skills, such as determining the strength of sources, analyzing experts’ opinions, and interpreting reference materials like almanacs. |
| WHST.6–8.8      | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | • Junior Scholastic’s print and digital issues are ideal, credible bibliographic sources for student writers.  
• Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article in Junior Scholastic to model note taking, paraphrasing, and citing sources.  
• The Teacher’s Guides and skills sheets for each issue contain prompts that call for students to find additional online sources of information on a chosen topic.  
• Students can use the current issue of Junior Scholastic, as well as online videos and the issue archive, for extension writing and research projects. Students are encouraged to cite textual evidence from the magazines and videos using direct quotes or paraphrasing, while properly citing their sources. |
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| WHST.6–8.9      | Draw evidence from informational texts to support analysis, reflection, and research. | • Articles in the Student Edition can be used as exemplar texts of published informational writing, as sources of data, and as springboards for student writing projects on specific topics.  
• Full-class discussion questions and skills sheets in the Teacher’s Guides ask students to refer to the text when formulating their answers.  
• Your Turn questions, lesson activities, full-class discussion questions, skills sheets, and Extend & Assess questions in the Teacher’s Guide ask students to answer “right there” as well as inferencing questions about a text and to cite evidence from the article. As texts become more complex, students can compare and contrast ideas within the text and across multiple texts.  
• Argument-writing activities related to the Debate feature ask students to show how an author uses reasons and evidence to support his or her claims as well as to show which pieces of evidence support specific reasons.  
• Using these skills sheets on a regular basis can help students apply this knowledge to longer writing assignments and research projects. |
| WHST.6–8.10     | Write routinely over extended time frames (time for 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 Your Turn questions, lesson activities, skills sheets, and Extend & Assess tasks in the Teacher’s Guide and online provide students with a variety of opportunities to write for different tasks, purposes, and audiences, such as persuasive letters, expository extended responses, and extension activities that require additional research. |
### ENGLISH LANGUAGE ARTS

#### READING STANDARDS FOR INFORMATIONAL TEXT

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| RI.8.1          | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | • Compelling Your Turn questions follow most articles in the Student Edition, challenging students to make and support inferences drawn from the text. Additional higher-order thinking questions appear in discussion questions and writing prompts in the Teacher’s Guide.  
  • The Cartoon Analysis on the last page of the magazine asks students to interpret and analyze editorial cartoons.  
  • A variety of skills sheets in the Teacher’s Guides and online focus on citing text evidence. They also reinforce comprehension strategies for nonfiction text, such as making inferences.  
  • The Extend & Assess section of the Teacher’s Guide often asks students to complete short writing assignments based on an article. These writing prompts require students to cite specific evidence from the text in their responses.  
  • Full-class discussion questions in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These ideas connect to the language arts, social studies, history, geography, science, and math curricula.  
  • The Quiz Wizard in the Teacher’s Guide is another way to measure student analysis of the text. This assessment requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as distinguishing between central ideas and key details and determining whether statements from an article are facts or opinions. | (continued)
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| RI.8.1          | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | • The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers.  
• Junior Scholastic is also available in digital format for display on interactive whiteboards, making it easier than ever for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text. |
| RI.8.2          | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | • Nonfiction text features, including titles and subtitles, provide scaffolding so students can identify main ideas and key details.  
• The Teacher’s Guides and online skills sheets focus on comprehension strategies for nonfiction text, such as identifying central ideas and supporting details. Junior Scholastic also provides skills sheets on writing summaries, an important foundational skill.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article in the Student Edition. These writing prompts require students to summarize the text and explain the article in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine answers, and offers questions in a variety of formats, such as identifying central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
| RI.8.3          | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | • The relationships among people, events, and ideas underlie every article in Junior Scholastic. Articles explore such interactions as how Supreme Court justices interpret the Constitution and how colonization affected the development of African nations. Lesson plans and review questions guide students to notice and analyze those intricate connections.  
• Many lesson activities and skills sheets focus on the concept of sequencing (through chronology, compare/contrast, cause/effect, and problem/solution). Students can use these text structures to help determine how individuals, events, or ideas interact in a text. |
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| RI.8.4          | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | • *Junior Scholastic* introduces students to more than 100 key social studies terms each year. These vocabulary words are bolded in the Student Edition. They are defined in the Words to Know box on the magazine’s back page and are supported by context clues.  
• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
• Vocabulary-specific skills sheets, such as DIY Vocabulary and Words to Know, help students identify and define unknown words and phrases in the articles.  
• The skills sheets focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning and how certain words impact the meaning and tone of a text.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to determine the meanings of words used in an article. |
| RI.8.5          | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | • Articles offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.  
• Longer articles and historical plays are broken into sections to promote comprehension of key ideas.  
• The skills sheets focus on comprehension strategies for nonfiction text, such as analyzing how ideas in an article relate to one another and how each section contributes to the overall development of ideas.  
• Quotes or statements expressing key ideas in an article are pulled out and set in large or colorful type to draw student attention and spark discussion.  
• Questions guide students through a text, helping them understand how each portion of the article contributes to the whole and to the development of the ideas.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to analyze a section of an article and how it relates to the text as a whole. |
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<td>RI.8.6</td>
<td>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
<td>• Full-class discussion questions in the Teacher’s Guide support the articles in each issue and focus on essential nonfiction reading skills, such as analyzing the author's point of view and purpose.</td>
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<td>• Texts are written for varying purposes. News articles are written to inform. The History Plays insert is designed to both inform and entertain. The debates offer arguments meant to persuade. Teachers can have students identify the purpose of a text and explore these purposes further through the use of skills sheets (examples include Understanding an Author’s Techniques and Analyzing Authors’ Claims).</td>
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<td>• Debates present a contemporary issue from two perspectives. Students can explore how each argument reflects a different point of view and evaluate which side makes the stronger case.</td>
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<td>• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose.</td>
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<td>RI.8.7</td>
<td>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
<td>• Junior Scholastic’s website offers videos to complement articles in the print edition. Teachers may engage students in a discussion on how each medium contributes to their understanding of the topic.</td>
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<td>• Lesson plans and skills sheets contain prompts that encourage students to find additional information online. Students can explore how these websites differ from print magazines.</td>
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<td>• The Student Edition features numerous photos, infographics, and other text features—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. A single issue typically contains at least 25 photos, three maps, three charts/graphs, and at least one editorial cartoon. Teachers can explore how a visual treatment of a topic differs from a text.</td>
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<td>• Additional cartoons, timelines, charts, graphs, and other infographics are included in the Teacher’s Guide and online skills sheets, and are accompanied by higher-order thinking questions so students can practice analyzing and interpreting information presented in these formats.</td>
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| RI.8.7          | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | • Junior Scholastic’s History Plays present information on an important chapter in American or world history. The read-aloud play format is a useful learning tool for auditory and hands-on learners and can spark discussion on how this unique medium differs from a traditional article.  
  • Each issue offers a geography skills activity that requires students to integrate information presented in text and map format. Each accompanies an article and features a large map and key, plus related questions to develop essential map-reading skills.  
  • Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format and provide practice in reading tables, charts, and maps. They make an ideal year-round reference guide for students. Teachers can explore how this type of presentation differs from traditional text. |
| RI.8.8          | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | • The Debate feature in each issue can be used to analyze arguments. Students can identify the writer’s claims, reasons, and evidence through the skills sheet Analyzing Authors’ Claims. They can then choose a side of the issue to support and participate in a class debate on the topic. Students can also log on to the Junior Scholastic website to register their own opinions on the topic. |
| RI.8.9          | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | • Each issue’s Debate feature includes two writers who present opposing views on the same subject.  
  • Lesson plans and skills sheets often contain online research prompts related to a feature story. For example, students can read a Junior Scholastic article about China, and then explore several related websites. Students can explore why different sources may offer conflicting information or points of view.  
  • Junior Scholastic often includes paired texts in the Student Edition and online to present students with multiple viewpoints on a topic. Students can complete compare/contrast lesson activities and skills sheets to analyze the evidence presented in each text and how each author interprets the information he or she presents. These activities can also spark class discussions about the similarities and differences in the point of view presented in each text. |
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| RI.8.9          | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | • The Junior Scholastic website offers videos on topics covered in the print magazine. Students can compare and contrast coverage in these different media.  
• Readers can compare and contrast articles written throughout the school year on similar topics. All back issues for the past three years are accessible on the Junior Scholastic website. |
| RI.8.10         | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | • Junior Scholastic covers a wide range of nonfiction topics relevant to the grades 6–8 curriculum, including current events, citizenship, science and technology, economics, geography, history, and more.  
• Each issue features articles at a range of Lexile® reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.  
• Each lesson plan in the Teacher's Guide provides suggestions for differentiation to assist students who are performing above or below grade level.  
• A variety of assessments allow teachers to easily monitor student comprehension. In the Student Edition, these include Your Turn questions, map and graph questions, Cartoon Analysis questions, and writing prompts. In the Teacher’s Guide and online, assessment opportunities include the Quiz Wizard, skills sheets, and the Extend & Assess feature to further students’ learning.  
• The skills sheets present skills and strategies to help all students read and comprehend grade-level nonfiction. Using articles from the issue, students will identify main ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, summarize information, identify causes and effects, identify problems and solutions, and distinguish among fact, opinion, and reasoned judgment. |
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| W.8.1           | Write arguments to support claims with clear reasons and relevant evidence.  

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  

d. Establish and maintain a formal style.  

e. Provide a concluding statement or section that follows from and supports the argument presented. | • The Your Turn questions that follow feature articles can be used as argument writing prompts. Students are encouraged to revisit the related article to find evidence to support their claims.  

• The Debate feature asks students to contemplate two sides of an issue. The skills sheet Analyzing Authors' Claims asks students to evaluate each side of the debate and choose a side to support. Teachers can then have students write their own responses to the debate and complete additional research to find more reasons and evidence to defend their position. Students may also log on to the Junior Scholastic website to share their views with other readers.  

• The Cartoon Analysis asks students to write their opinions on important topics, and to support their views with reasons and evidence.  

• The Teacher's Guide includes persuasive and argumentative writing prompts related to the issue. |
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<td>W.8.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>• The Your Turn questions that follow feature articles can be used as informative writing prompts.</td>
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<td>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>• The Teacher’s Guide includes writing prompts (informative and other) related to the issue.</td>
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<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>• Students gain exposure to many rich text features when reading Junior Scholastic, such as photos, illustrations, captions, diagrams, maps, charts, graphs, and glossaries. Understanding their purposes can help students create their own text features when producing informative texts.</td>
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<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>• Many of the assessments in the Student Edition and Teacher’s Guides include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue.</td>
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<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>• Junior Scholastic is a model for academic and domain-specific vocabulary, which helps students write focused and unambiguous informative texts.</td>
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<td>e. Establish and maintain a formal style.</td>
<td>• Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest.</td>
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<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
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| W.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  
  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  
  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  
  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | • The Teacher’s Guide includes writing prompts related to the issue, including ones that challenge students to connect current events or history to their own experiences in a narrative.  
  • Junior Scholastic readers are encouraged to enter the annual Scholastic Art and Writing Awards. Short stories, personal memoirs, novels, and dramatic scripts are some of the narrative writing categories included in the nationwide contest.  
  • The History Plays insert can serve as a model for narrative texts. While focused on true historic events that connect to the middle school curriculum, these plays employ effective narrative techniques, such as establishing setting, using narrators and well-developed characters, and integrating authentic dialogue. |
| W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | • When a lesson plan focuses on writing skills, it offers guidelines or directions appropriate to the specific writing task. (For example, a lesson on writing persuasive letters will direct students to begin by grabbing the reader’s attention.)  
  • Skills sheets that ask students to write about a topic in a specific style include the necessary formatting, so students can focus on the information they find and present, rather than on determining how to set up the assignment. They can then take their information, place it into the graphic organizer, and properly organize it in a longer writing assignment. |
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| W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | • The Your Turn writing prompts in the Student Edition as well as the Extend & Assess writing opportunities in the Teacher's Guide can become “first drafts” of writing assignments that are revised and edited in the classroom.  
• Students can use the discussion questions, lesson activities, and skills sheets from the Teacher’s Guide and online as the first step in the writing process. From there, they can create first drafts, which can be revised and edited by their peers and teachers to produce final, publishable pieces of writing.  
• Articles in the Student Edition can be used as exemplar texts of polished, published writing. |
| W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | • Writing prompts in the Teacher's Guide and skills sheets call for students to conduct research on the Internet, and then compose essays based on the original article and what they've learned. While conducting this research, students must cite their sources. |
| W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple venues of exploration. | • Junior Scholastic articles make excellent starting points for student research projects. The Student Edition and Teacher's Guides both offer prompts to help students conduct further research online. Some research prompts include interdisciplinary research, which can be conducted in tandem with other subject areas.  
• Skills sheets in the Teacher’s Guide and online feature foundational research skills, such as determining the strength of sources, analyzing experts' opinions, and interpreting reference materials like almanacs. |
| W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | • Junior Scholastic's print and digital issues are ideal, credible bibliographic sources for student writers.  
• Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article to model note taking, paraphrasing, and citing sources.  
• The Teacher’s Guides and skills sheets for each issue contain prompts that call for students to find additional sources online.  
• Students can use the current issue of Junior Scholastic, as well as online videos and the issue archive, for extension writing and research projects. Students are encouraged to cite textual evidence from the magazines and videos using direct quotes or paraphrasing, while properly citing their sources. |
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| W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).  
  b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | • Articles in the Student Edition can be used as exemplar texts of published informational writing, as sources of data, and as springboards for student writing projects on specific topics.  
  • Skills sheets and full-class discussion questions in the Teacher’s Guide ask students to refer to the text when formulating their answers.  
  • Your Turn questions, lesson activities, full-class discussion questions, skills sheets, and Extend & Assess questions in the Teacher’s Guide ask students to answer “right there” as well as inferencing questions about a text and to cite evidence from the article when answering. As texts become more complex, students can compare and contrast ideas within the text and across multiple texts.  
  • Argument-writing activities related to the debate ask students to show how an author uses reasons and evidence to support his or her claims.  
  • Using these skills on a regular basis can help students apply this knowledge to longer writing assignments and research projects. |
<p>| W.8.10 | 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 Your Turn questions, lesson activities, skills sheets, and Extend &amp; Assess tasks in the Teacher’s Guide and online provide students with a variety of opportunities to write for different tasks, purposes, and audiences, such as persuasive letters, expository extended responses, and extension activities that require additional research. |</p>
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| SL.8.1          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  
  
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | • Articles in the Student Edition lend themselves to discussions, which can be held as a class, in small groups, or in partnerships. Discussions can focus on important skills, such as citing text evidence and paraphrasing.  
• Your Turn questions following feature articles and discussion and debate topics in the Teacher’s Guide can be used to spark lively class discussions.  
• The debate in each issue can be used to stage a formal classroom debate or informal conversations in various group formats. |
| SL.8.2          | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | • Students must understand information read aloud from articles and plays in the Student Edition.  
• All lesson activities and skills sheets can be completed together as a class, so students must participate orally to respond to questions.  
• Students must understand information presented in the videos available on the Junior Scholastic website. |
<p>| SL.8.3          | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | • If participating in a verbal debate with their peers, students can use the argument-writing activities provided with the Debate feature to take notes on students’ claims and the reasons and evidence they use to support them. Students can then respond to the argument by stating which claims are supported by reasons and evidence, and which claims are not. |</p>
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| SL.8.4          | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | • Topics covered in the magazine and questions posed in the Student Edition or Teacher's Guide can be used as springboards for oral reports.  
• The Extend & Assess section of the Teacher's Guide often asks students to conduct further research on a topic discussed in the issue. Their findings can be presented orally to the class. |
| SL.8.5          | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | • The videos available online demonstrate the value of incorporating multimedia components into students’ own presentations. These multimedia components also serve as models for students to follow.  
• Photos, maps, graphs, and other elements from the magazine and website can be incorporated into student presentations as visual aids, which can be used to explain claims and findings and to emphasize specific pieces of information. |
| SL.8.6          | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | • The articles and plays in Junior Scholastic are perfect for reading aloud, giving students important practice in many aspects of public speaking, such as controlling volume, pacing, and intonation. Each issue includes texts of varying sizes, from lengthy articles to short sidebars and photo captions. This allows students of varying proficiencies to read aloud with fluency.  
• Questions posed in the Student Edition and Teacher's Guide can be used for oral response in formal and informal settings.  
• Articles can be used to stimulate class discussions about given topics. |
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| L.8.1           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  
  b. Form and use verbs in the active and passive voice.  
  c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  
  d. Recognize and correct inappropriate shifts in verb voice and mood. | • The Words to Know feature supports grammar skills by identifying the parts of speech for key vocabulary words.  
  • Student Edition articles exemplify appropriate use of pronouns.  
  • Open-ended questions in the Your Turn feature, the Cartoon Analysis, and other sections provide students with opportunities to write using standard conventions of grammar and usage.  
  • In the Teacher’s Guide, writing prompts, open-ended questions, and lesson plans provide students with opportunities to write using standard conventions of grammar and usage.  
  • The articles, videos, and other supporting materials serve as models for usage of standard English grammar in speaking and writing. |
| L.8.2           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  
  b. Use an ellipsis to indicate an omission.  
  c. Spell correctly. | • Articles in the Student Edition serve as models for correct usage of capitalization, punctuation, and spelling, including the appropriate use of commas, ellipses, semicolons, and dashes.  
  • Open-ended questions in the Your Turn feature, the Cartoon Analysis, and other sections provide students with the opportunity to write using standard conventions of capitalization, punctuation, and spelling.  
  • In the Teacher’s Guide, writing prompts, open-ended questions, and lesson plans provide students with the opportunity to write using standard conventions of capitalization, punctuation, and spelling. |
| L.8.3           | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | • Articles in the Student Edition serve as models for nonfiction and journalistic-style writing and tone. They can be used as a basis for writing, speaking, and listening activities in both formal and informal settings through the Your Turn activities in the Student Edition as well as the full-length lesson plans and activities in the Teacher's Guide and online. These activities provide students with the opportunity to practice using language conventions and build their writing skills. |
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| L.8.4          | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | • The Words to Know feature introduces students to more than 100 key social studies terms each year. These words are bolded in the Student Edition. They are defined in the Words to Know box on the back page of the magazine and are supported by context clues.  
• The Words to Know introduced in each issue are reviewed in a skills sheet available online.  
• In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
• Junior Scholastic's skills sheets focus on important nonfiction reading skills, such as using context clues to determine word meaning.  
• The DIY Vocabulary skills sheet, available online with every issue, allows students to teach themselves the meaning of unfamiliar words using context clues. |
| L.8.5          | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  a. Interpret figures of speech (e.g. verbal irony, puns) in context.  
  b. Use the relationship between particular words to better understand each of the words.  
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | • Vocabulary words are defined, supported by context clues, and included in the Words to Know box on the back page of the magazine.  
• Articles in the Student Edition feature word relationships, including synonyms, antonyms, analogies, and the use of connotation and denotation.  
• Skills sheets focusing on word relationships, such as cause/effect and classifying items, help students solidify their understanding of these relationships.  
• Many articles contain examples of idioms, puns, similes, metaphors, irony, and other figurative language, which can be used for language instruction. |
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<td>L.8.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>• Articles contain academic and domain-specific vocabulary words that are part of social studies and science curricula. These words are supported by definitions and context clues.</td>
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**LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

**READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

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| RH.6–8.1        | Cite specific textual evidence to support analysis of primary and secondary sources. | • *Junior Scholastic* offers both primary and secondary sources for students to read and analyze. Examples of primary sources include annotated excerpts of speeches made by Abraham Lincoln and Martin Luther King Jr.  
• Your Turn questions follow feature articles in the Student Edition, challenging students to make and support inferences from the text.  
• The Cartoon Analysis asks students to interpret and analyze editorial cartoons.  
• Skills sheets on analyzing primary sources focus on comprehension strategies for social studies and other nonfiction texts, including making inferences.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to cite specific evidence from the text.  
• Full-class discussion questions in the Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These questions are connected to the middle school social studies, history, and geography curricula.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on referring to the text to find answers.  
• Higher-level critical-thinking questions in the Teacher’s Guide and online encourage students to analyze primary and secondary sources.  
• *Junior Scholastic* is available in a digital format for display on interactive whiteboards, making it easy for students to cite textual evidence as they answer and discuss review questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text. |
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| RH.6–8.2        | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | • Nonfiction text features in *Junior Scholastic* provide scaffolding to help students identify central ideas and key details. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.  
• The Teacher’s Guide and online skills sheets focus on comprehension strategies for nonfiction text, such as identifying central ideas and supporting details. *Junior Scholastic* also provides skills sheets on writing summaries, an important foundational skill.  
• Full-class discussion questions in the Teacher’s Guide support feature stories in each issue. Questions focus on key ideas in the article and connect to the language arts, social studies, history, and other curricula.  
• *Junior Scholastic* guides students through a primary source document, challenging them to construct meaning and summarize information. A recent example is actress Emma Watson’s speech to the United Nations, provided in the History Plays insert.  
• Nonfiction text features, including headlines and subheadings, provide scaffolding to help students identify main ideas and key details.  
• The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition or a primary source found in the Teacher’s Guide or online. These writing prompts require students to summarize the text and explain it in their own words.  
• The Quiz Wizard in the Teacher’s Guide requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as identifying central ideas and key details.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
| RH.6–8.3        | Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | • Many *Junior Scholastic* articles follow a chronological text structure to show clear steps in a process. The articles also make use of rich nonfiction text features, including timelines and diagrams, to visually convey this information.  
• Lesson activities and skills sheets in the Teacher’s Guides and online ask students to analyze and interpret these articles and text features to demonstrate understanding of the process discussed. |
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| RH.6–8.4        | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | • Through the Words to Know feature, *Junior Scholastic* introduces students to more than 100 key social studies terms each year. These vocabulary words are bold in the Student Edition. They are defined in the Words to Know box on the back page of the magazine and are supported by context clues.  
  • In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.  
  • The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that ask students to determine the meanings of words used in an article.  
  • Vocabulary-specific skills sheets, such as DIY Vocabulary and Words to Know, focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning. |
| RH.6–8.5        | Describe how a text presents information (e.g., sequentially, comparatively, causally). | • Articles in the Student Edition offer varying nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con.  
  • The read-aloud plays present information in a unique dramatic format.  
  • *Junior Scholastic’s* skills sheets focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution). |
| RH.6–8.6        | Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | • Texts in the Student Edition are written for varying purposes. News articles are written to inform. Plays are designed to both inform and entertain. The debates offer arguments meant to persuade—presenting two different positions. Teachers can have students identify the purpose of a text as they read and explore these purposes further through the use of skills sheets in the Teacher’s Guide and online (examples include Understanding an Author’s Techniques and Analyzing Authors’ Claims).  
  • Debates present a contemporary issue in social studies from two perspectives. Students explore how each argument reflects a different viewpoint and evaluate which side makes the stronger case, while also taking into account information that the author may have intentionally left out. |

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| RH.6–8.6        | Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | • Many articles contain quotations from experts or teens; these quotations can be analyzed to determine the speaker’s point of view or purpose.  
• Full-class discussion questions in the Teacher’s Guide support each issue’s feature stories and ask students to analyze the author’s purpose and point of view.  
• The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose. |
| RH.6–8.7        | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | • The Student Edition and Teacher’s Guide feature numerous photos and infographics—including maps, charts, graphs, timelines, and editorial cartoons—to support and enhance the text. A single Student Edition typically contains at least 25 photos, three maps, three charts/graphs, and at least one editorial cartoon.  
• Additional cartoons, timelines, charts, graphs, and other infographics are included in the Teacher’s Guide and online skills sheets, and are accompanied by higher-order thinking questions for students to practice analyzing and interpreting information presented in these formats.  
• Nonfiction text features, including headlines, subheadings, photos, captions, sidebars, boldfaced vocabulary words, and more, contribute to students’ understanding of a topic.  
• Each issue offers a geography skills activity that requires students to integrate information presented in text and map format. Each accompanies an article and features a large map and key, plus related questions to develop essential map-reading skills.  
• *Junior Scholastic*’s website offers videos to complement articles in the print issue.  
• Students receive two special issues each year—a World Affairs Atlas/Almanac and a U.S. Affairs Annual. These issues present vital facts and figures in atlas/almanac format, which allows students to practice reading tables, charts, and maps. |
| RH.6–8.8        | Distinguish among fact, opinion, and reasoned judgment in a text. | The Debate feature in each issue can be used to analyze arguments. Students can identify each writer’s claims, reasons, and evidence using the skills sheet Analyzing Authors’ Claims. |

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| RH.6–8.8         | Distinguish among fact, opinion, and reasoned judgment in a text.                      | • Several skills sheets ask students to distinguish among fact, opinion, and reasoned judgment.  
• Quotes from experts and teens that appear in an article may represent opinions, while other statements in the text represent facts. Students can compare and contrast the two types of statements.                                                                                                                                 |
| RH.6–8.9         | Analyze the relationship between a primary and secondary source on the same topic.     | • Nearly every article in Junior Scholastic includes primary sources in the form of photos. Lesson plans and skills sheets contain prompts calling for students to consider how the imagery adds to their understanding of the article, a secondary source.  
• Many articles in the Student Edition include a relevant primary source in the Teacher’s Guide or online. Compare-and-contrast skills sheets allow students to read each source and show how each one presents information or a unique perspective. Your Turn and Extend & Assess writing prompts ask students to synthesize their comparisons in a paragraph or short essay. |
| RH.6–8.10        | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | • Junior Scholastic covers a wide range of topics relevant to the grades 6–8 history and social studies curriculum, including current events, citizenship, economics, geography, ancient civilizations, government, and more.  
• Each issue features articles at a range of Lexile reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.  
• Each lesson plan in the Teacher’s Guide provides suggestions for differentiation to assist students who are performing above or below grade level.  
• A variety of assessments allow teachers to easily monitor student comprehension of primary and secondary sources related to history and social studies. In the Student Edition, these include Your Turn questions, map and graph questions, cartoon analysis questions, and related writing prompts. In the Teacher’s Guide and online, assessment opportunities include the Quiz Wizard, skills sheets, and the Extend & Assess feature to further students’ learning.  
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<td>RH.6–8.10</td>
<td>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</td>
<td>• The skills sheets present skills and strategies to help all students read and comprehend grade-level nonfiction. Using articles from the issue, students will identify main ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, summarize information, identify causes and effects, identify problems and solutions, and distinguish among fact, opinion, and reasoned judgment.</td>
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**READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS**

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| RST.6–8.1       | Cite specific textual evidence to support analysis of science and technical texts. | • Every issue of Junior Scholastic includes exciting science-themed articles. Recent topics include the drought in California, newly discovered planets outside our solar system, and engineering better homes for refugees, among others.  
  • Compelling Your Turn questions follow feature articles in the Student Edition, challenging students to make and support inferences drawn from the text. Additional higher-order thinking questions appear in discussion questions and writing prompts in the Teacher’s Guide.  
  • Skills sheets focus on comprehension strategies, such as drawing inferences, for science-themed and other nonfiction texts.  
  • Full-class discussion questions in each Teacher’s Guide ask students to recall and analyze key ideas (both explicit and implicit). These include questions connected to the middle-school science curricula.  
  • Junior Scholastic is available in digital format for display on interactive whiteboards, making it easy for students to cite textual evidence as they answer and discuss questions. Students can use digital ink on the whiteboard to highlight or underline details that support their analysis of the text.  
  • The Extend & Assess section of the Teacher’s Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to cite specific evidence from the text. |

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| RST.6–8.1       | Cite specific textual evidence to support analysis of science and technical texts. | • The Quiz Wizard in the Teacher's Guide is another way to measure student analysis of the text. This assessment requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as identifying central ideas and key details and determining whether statements from an article are facts or opinions.  
• The Know the News assessment tool, available in the Teacher's Guide and online, provides test prep-style questions that focus on referring to the text to find answers. |
| RST.6–8.2       | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | • Nonfiction text features in the articles provide scaffolding to help students identify central ideas and key details. A headline helps students identify the central idea, while subheadings and topic sentences help them identify supporting ideas.  
• Skills sheets focus on comprehension strategies for nonfiction texts, such as identifying main ideas, summarizing information, and differentiating fact from opinion.  
• Full-class discussion questions in the Teacher's Guide focus on key ideas in the article and connect to the language arts, science, and other curricula.  
• The Extend & Assess section of the Teacher's Guide asks students to complete short writing assignments based on an article from the Student Edition. These writing prompts require students to summarize the text and explain it in their own words.  
• The Quiz Wizard in the Teacher's Guide requires students to refer to the text to determine the answers, and it offers questions in a variety of formats, such as distinguishing between central ideas and key details.  
• The Know the News assessment tool, available in the Teacher's Guide and online, provides test prep-style questions that focus on determining central ideas and key details. |
<p>| RST.6–8.3       | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | • Junior Scholastic often reports on discoveries and conclusions that have been made by researchers using the scientific method. |</p>
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<td>RST.6–8.4</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
<td>• Science-themed articles in <em>Junior Scholastic</em> use and explain domain-specific vocabulary. Technical terms—such as <em>exoplanet</em>, <em>greenhouse gas</em>, and <em>fault line</em>—are defined in the text. • Skills sheets focus on comprehension strategies for nonfiction text, including the use of context clues to determine word meaning. • In the digital edition, students can click on a Words to Know link to make key words and definitions appear on screen.</td>
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<td>RST.6–8.5</td>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
<td>• Articles in the Student Edition (both print and online) offer various nonfiction text structures, including sequence, cause/effect, problem/solution, compare/contrast, and pro/con. • Longer articles are broken into sections (with helpful topical subheadings) to promote comprehension of key ideas. • <em>Junior Scholastic</em>’s skills sheets focus on comprehension strategies for nonfiction text, such as recognizing and analyzing various text structures (for example, cause and effect or problem and solution).</td>
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<td>RST.6–8.6</td>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</td>
<td>• Texts in the Student Edition are written for varying purposes. For example, current events articles are written to inform. The plays are designed to both inform and entertain. The debates offer arguments meant to persuade. Teachers can have students identify the purpose of a piece of text as they read. • Most articles contain quotations from experts or teens on the topic at hand; these quotations can be analyzed to determine the speaker’s point of view. • Full-class discussion questions appear in the Teacher’s Guide to support main stories in each issue and ask students to analyze the author’s purpose and point of view. • The Know the News assessment tool, available in the Teacher’s Guide and online, provides test prep-style questions that feature questions regarding author’s purpose.</td>
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| RST.6–8.7       | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | • The Student Edition and Teacher’s Guides both feature numerous photos and infographics—including diagrams, charts, graphs, and tables—to support and enhance the text.  
• Skills sheets focus on analyzing text features to help students become familiar with important science-related information presented in a visual format and how to best interpret the information described in each.  
• Junior Scholastic’s website offers videos to complement articles in the print issue. |
| RST.6–8.8       | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | • The Debate feature in every issue can be used to analyze arguments. Students can identify each writer’s claims, reasons, and evidence.  
• Skills sheets allow students to practice distinguishing between facts and reasoned judgments.  
• Quotes from experts and teens that appear in an article often represent opinions or speculations, while other statements in the text represent facts. Students can compare and contrast the two types of statements. |
| RST.6–8.9       | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | • The Junior Scholastic website offers videos to complement articles in the print issue. For example, after reading an article about environmental problems and solutions for Earth Day, students could visit the Junior Scholastic website to see a video of citizens participating in Earth Day activities. Skills sheets in the Teacher’s Guide and online that focus on compare-and-contrast allow students to see the similarities and differences between each source and how they present information about the same topic. |
| RST.6–8.10      | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | • Junior Scholastic covers a wide range of nonfiction topics relevant to the grades 6–8 curriculum, including science and technology.  
• Each issue features articles at a range of Lexile reading levels. In-text scaffolding is present for students who need it. Potentially unfamiliar words are supported with context clues or definitions. Headlines and subheads guide students to focus on key ideas. For each issue, a lower-Lexile version of one feature is available online.  
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### RST.6–8.10

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RST.6–8.10  | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.  | • Each lesson plan in the Teacher’s Guide provides suggestions for differentiation to assist students who are performing above or below grade level.  
• Teachers can monitor student comprehension with *Junior Scholastic*’s wide array of assessments. In the Student Edition, these include Your Turn questions and writing prompts. In the Teacher’s Guide, assessment opportunities include full-class discussion questions, the Quiz Wizard, skills sheets, and Extend & Assess questions. Additional skills sheets are available online.  
• Skills sheets allow students to identify central ideas and details, use context clues to determine word meaning, make inferences, compare and contrast ideas, write summaries, and more. |

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### WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

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| WHST.6–8.1 | Write arguments focused on discipline-specific content.  
  a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
  b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
  d. Establish and maintain a formal style.  
  e. Provide a concluding statement or section that follows from and supports the argument presented.  | • The Your Turn questions that follow many history- and science-themed articles lend themselves to argument writing. Students are encouraged to revisit the related article to find evidence to support their claims.  
• Each issue’s debate provides an excellent writing exercise. It asks students to contemplate and respond to two sides of a controversial issue. Students can evaluate each side of the debate using the skills sheet Analyzing Authors’ Claims. Teachers may also ask students to write their own responses to the debate.  
• The Cartoon Analysis asks students to write their opinions on important topics, and to support their views with reasons and evidence.  
• The Teacher’s Guide includes writing prompts (argumentative and other genres) related to the issue. Most of these prompts focus on the disciplines of history/social studies and science/technology.  
• *Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Argument writing is one of several writing categories in the nationwide contest. |
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| WHST.6–8.2      | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. | • The Your Turn questions that follow feature articles ask students to write informatively about history, social studies, science, or technology. Students are encouraged to revisit the related article to find evidence to support their claims.  
• The Teacher’s Guide includes writing prompts (informative and other genres) related to the issue.  
• Many of the assessments in the Student Edition and Teacher’s Guides (map and geography skills activities, skills sheets, and Extend & Assess questions) include open-ended questions that challenge students to write clear and coherent responses supported by details from the issue.  
• *Junior Scholastic* readers are encouraged to enter the annual Scholastic Art and Writing Awards. Journalistic (informative) writing is one of several writing categories in the nationwide contest. |
|                 | a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | |
|                 | b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | |
|                 | c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | |
|                 | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
|                 | e. Establish and maintain a formal style and objective tone. | |
|                 | f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | |
| WHST.6–8.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | • The articles serve as exemplar texts that are written to specific tasks, purposes, and audiences.  
• When a lesson plan focuses on writing skills, it offers guidelines or directions appropriate to the specific writing task. (For example, a lesson on writing persuasive letters will direct students to begin by grabbing the reader’s attention.)  
• Skills sheets that ask students to write about a topic in a specific style include the necessary formatting, so students can focus on the information they find and present, rather than on determining how to set up the assignment. They can then take the information, place it into the graphic organizer, and properly organize it into a longer writing assignment. |
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<td>WHST.6–8.5</td>
<td>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
<td>• Writing activities that are based on questions and prompts in the Student Edition and Teacher's Guide can be further developed by following the steps of the writing process.</td>
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<td>• The Your Turn writing prompts in the Student Edition as well as the Extend &amp; Assess writing opportunities in the Teacher's Guide can become “first drafts” of writing assignments that are revised and edited in the classroom.</td>
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<td>• Students can use the discussion questions, lesson activities, and skills sheets from the Teacher's Guide and online as the first step in the writing process. From there, they can create first drafts, which can be revised and edited by their peers and teachers to produce final, publishable pieces of writing.</td>
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<td>• Articles in the Student Edition can be used as exemplar texts of polished, published writing.</td>
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<td>WHST.6–8.6</td>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</td>
<td>• Students can share their ideas about the debate topic on the Junior Scholastic website.</td>
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<td>• Students can easily write and send letters to the editor of Junior Scholastic.</td>
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<td>WHST.6–8.7</td>
<td>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
<td>• Junior Scholastic articles make excellent starting points for student research projects. The Student Edition and Teacher's Guides offer prompts to help students conduct additional research online. Some research prompts include interdisciplinary research, which can be conducted in tandem with other subject areas.</td>
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<td>• Skills sheets in the Teacher's Guide and online feature foundational research skills, such as determining the strength of sources, analyzing experts' opinions, and interpreting reference materials like almanacs.</td>
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<td>WHST.6–8.8</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
<td>• Junior Scholastic's print and digital issues are ideal, credible bibliographic sources for student writers.</td>
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<td>• Because the digital issue can be easily displayed on an interactive whiteboard, teachers can use an article in Junior Scholastic to model note taking, paraphrasing, and citing sources.</td>
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<td>• The Teacher's Guides and skills sheets for each issue contain prompts that call for students to find additional online sources of information on a chosen topic.</td>
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<td>WHST.6–8.8</td>
<td>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
<td>• Students can use the current issue of <em>Junior Scholastic</em>, as well as online videos and the issue archive, for extension writing and research projects. Students are encouraged to cite textual evidence from the magazines and videos using direct quotes or paraphrasing, while properly citing their sources.</td>
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| WHST.6–8.9      | Draw evidence from informational texts to support analysis, reflection, and research. | • Articles in the Student Edition can be used as exemplar texts of published informational writing, as sources of data, and as springboards for student writing projects on specific topics.  
• Full-class discussion questions and skills sheets in the Teacher’s Guides ask students to refer to the text when formulating their answers.  
• Your Turn questions, lesson activities, full-class discussion questions, skills sheets, and Extend & Assess questions in the Teacher’s Guide ask students to answer “right there” as well as inferencing questions about a text and to cite evidence from the article. As texts become more complex, students can compare and contrast ideas within the text and across multiple texts.  
• Argument-writing activities related to the Debate feature ask students to show how an author uses reasons and evidence to support his or her claims as well as to show which pieces of evidence support specific reasons.  
• Using these skills sheets on a regular basis can help students apply this knowledge to longer writing assignments and research projects. |
| WHST.6–8.10     | Write routinely over extended time frames (time for 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 Your Turn questions, lesson activities, skills sheets, and Extend & Assess tasks in the Teacher’s Guide and online provide students with a variety of opportunities to write for different tasks, purposes, and audiences, such as persuasive letters, expository extended responses, and extension activities that require additional research. |