

SCHOLASTIC
CLASSROOM MAGAZINES

Help Students Develop Essential Vocabulary



According to scientifically based reading research, children must acquire a large vocabulary to become successful readers. In fact, Put Reading First (2001) reports that “readers cannot understand what they are reading without knowing what most of the words mean.” **Scholastic Classroom Magazines** help build students’ vocabulary.

The following chart shows how *Let’s Find Out*® (Kindergarten), *Scholastic News*® (Grades 1–3) and *Storyworks*® (Grade 3), which qualify for Reading First funds, directly align to pertinent research findings on vocabulary acquisition. Instruction and activities in every issue can effectively help students develop listening, speaking, reading, and writing vocabulary.

Key Research on Vocabulary Development

TEACH IMPORTANT WORDS
 An effective strategy for building vocabulary is to focus on important, useful, or difficult words students will meet in their reading (Beck, McKeown, & Kucan, 2002).

TEACH WORD MEANINGS
 Direct instruction helps students learn difficult words, such as words that represent complex concepts, which are not part of the students’ everyday experience (Put Reading First, 2001).

Scholastic Classroom Magazines Alignment to Research

Children read current events articles and nonfiction features in a wide array of curriculum-related topics and themes. The text is rich in vocabulary and includes:

High-frequency words, including commonly used sight-words.

Content-area words, such as:

- Science—animals and their habitats, plants
- Social Studies—community helpers, history, holidays, diverse cultures, biographies
- Math—matching and counting, reading maps and graphs
- Health—nutritious food, tooth care, safety

Each issue lists additional resources that are related to the topics and can extend word learning.

Each issue contains opportunities for direct instruction of content-area vocabulary words. Built-in, grade-appropriate features also support vocabulary. These include:

- Word building read-alouds (*Let’s Find Out*)
- Word boxes that illustrate key words in text (*Scholastic News* Grade 1)
- Glossary-style definitions (*Scholastic News* Grade 2)
- Bold-faced vocabulary words that are defined within text (*Scholastic News* Grades 2 and 3)



CLASSROOM MAGAZINES

<p>Key Research on Vocabulary Development</p>	<p>Scholastic Classroom Magazines Alignment to Research</p>
<p>LEARN WORDS IN CONTEXT Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively (Put Reading First, 2001).</p>	<p>Magazines provide valuable opportunities for children to learn vocabulary from context clues:</p> <ul style="list-style-type: none"> • Issues target specific content-area words (<i>Let's Find Out</i>). • Key content-area vocabulary words appear in bold-faced font to make it easy for children to read the words in context (<i>Scholastic News</i> Grades 1–3). • Vocabulary words are introduced inside the front cover and presented in the context of a story (<i>Storyworks</i>). • Teacher's Editions provide ideas for how children can learn to derive vocabulary meanings from context clues.
<p>PROVIDE REPEATED EXPOSURE Repeated exposures (including having the student encounter words in various contexts) enhance vocabulary development (National Reading Panel, 2000).</p>	<p>Students are exposed to vocabulary through listening, speaking, reading, and writing activities during:</p> <ul style="list-style-type: none"> • Read-aloud times • Class discussions and debates • Reading of magazine articles and posters that use high-meaning words repeatedly throughout the year • Writing exercises that use highlighted words • Lessons and student activities, such as completing graphic organizers, crossword puzzles, and reproducible exercises • Online narration at www.scholastic.com/sn1 and www.scholastic.com/sn2
<p>LEARN FROM WORD PARTS Knowing word parts can help students learn the meanings of many new words (Put Reading First, 2001).</p>	<p>Children learn prefixes, suffixes, root words, word parts, and other word analysis skills to help them develop vocabulary.</p>
<p>PROVIDE AGE-APPROPRIATE CONTENT Vocabulary instruction must be appropriate to the age and ability of the reader (National Reading Panel, 2000).</p>	<p>Each issue contains age-appropriate themes, grade-level text, and content that is relevant to children's lives. Students learn useful reading skills, read high-interest articles, and participate in meaningful reinforcement activities.</p>
<p>READ DIVERSE TEXTS Reading diverse texts can increase word knowledge and comprehension (Blachowicz & Fisher, 1996; Pressley & Woloshyn, 1995; Nagy, 1988).</p>	<p>Classroom Magazines present vocabulary within a wide variety of text format and features, such as:</p> <ul style="list-style-type: none"> • News stories • Historical narratives • Charts and graphs • Headlines and captions <p>In addition, <i>Storyworks</i> includes fiction, nonfiction, poetry, read-along plays, mysteries, and a variety of other textual formats.</p>
<p>PRE-TEACH WORDS Pre-instruction of vocabulary prior to reading text can increase students' vocabulary (National Reading Panel, 2000).</p>	<p>Teacher's Editions provide tools for pre-reading instruction. These include:</p> <ul style="list-style-type: none"> • Vocabulary definitions • Strategies for introducing new words • Providing background information
<p>MAKE WORD LEARNING FUN Children generate an interest in words by playing with words, researching origins, and studying authors' word choice (Blachowicz & Fisher, 1996).</p>	<p>The use of high-interest informational text, with engaging photographs and illustrations, motivates students to read and strengthens their word knowledge. In addition, children are actively engaged in their vocabulary development as they play and work with words in activities, such as:</p> <ul style="list-style-type: none"> • Puzzles and games • Hands-on activities • Word matches • Songs (<i>Let's Find Out</i>)

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