



The New York Times upfront

Social Studies Classroom Magazine
Grades 9–12

Alignment to Title I, Part A – Improving Basic Programs

The purpose of *Title I, Part A* is to ensure that all children have a fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments. The following chart illustrates how *The New York Times Upfront* supports both schoolwide and targeted assistance *Title I* programs.

KEY CRITERIA FOR TITLE I, PART A FUNDING	THE NEW YORK TIMES UPFRONT SUPPORTS SCHOOLWIDE AND TARGETED ASSISTANCE TITLE I PROGRAMS
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of reading/language arts, math, and science.</p>	<p><i>The New York Times Upfront</i> helps make social studies relevant to high school students with high-interest, teen-centered current events and nonfiction. Each issue connects to key areas of your curriculum, including reading comprehension, world and national news, history, geography, politics, government, technology, economics, and cultures.</p> <p><i>Upfront</i> <u>builds proficiency in essential reading and social studies skills</u>, including:</p> <ul style="list-style-type: none"> • <u>Reading comprehension</u> across a wide variety of nonfiction text formats including articles, opinion pieces, interviews, and debates • <u>Learning and using content-area vocabulary</u> through context clues, definitions given within the text, and reinforcement activities and quizzes • <u>Understanding social studies concepts</u>, including people, place, and environments; civic ideals and practices; culture; governance; individual development and identity; production, distribution, and consumption; and global connections • <u>American and world history</u> with primary sources and timelines • <u>Geography and map-reading skills practice</u> • <u>Reading fluency and stamina</u> with a variety of texts, through oral read-alouds and silent readings in school and at home • <u>Listening and public speaking skills</u> through debates, read-alouds, and classroom discussions of text • <u>Writing practice across a variety of genres</u>, including letters, critiques, persuasive and reflection pieces, short and long essays, and short-answer questions • <u>Critical thinking skills</u> through reading, analyzing, and writing about a variety of relevant issues and topics <p>As students read nonfiction texts across a variety of subject areas in <i>Upfront</i>, they <u>develop content-area vocabulary and knowledge in science, math, social studies, and other curriculum areas</u>.</p> <p><i>The New York Times Upfront</i> provides test preparation with every issue to <u>improve student achievement on ACT, SAT, and AP tests</u>. Reading comprehension, critical thinking, and vocabulary questions are provided in standardized test formats, including multiple choice, short answer, and long answer.</p>
<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program in the school ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities ▪ Provide an enriched and accelerated curriculum ▪ Include strategies for meeting the educational needs of historically underserved populations 	<p><i>The New York Times Upfront</i>’s instructional strategies are based upon <u>proven methods and educational practices that work</u>. Each feature is connected to <u>curriculum skills and NCSS standards</u> and is monitored by a <u>team of diverse teacher advisors</u>. Complete lesson plans in the Teacher’s Edition with background information, discussion questions, and extension activities ensure <u>effective instruction and tutoring</u>.</p> <p>A report prepared by Lesley Mandel Morrow, Ph.D., Rutgers University, cites <u>research demonstrating how magazines help teachers build reading skills</u>. The study finds that classroom magazines benefit students by:</p> <ul style="list-style-type: none"> • <u>Motivating students to read</u> • Being used for <u>differentiated instruction</u> • Providing <u>age-appropriate nonfiction</u> • <u>Offering help for struggling readers</u> • Providing a <u>valuable link between home and school</u> • Using <u>research-based activities to build literacy skills</u> <p><i>Upfront</i> can strengthen the core academic program, enrich the curriculum, and increase the quality and amount of time spent reading. The magazine can be <u>effectively used for individualized, small-group, or whole-class instruction</u>, as well as for <u>extended learning opportunities after school or in the home</u>.</p>

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<p>Include strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State's student academic standards who are members of the target population.</p>	<p><i>The New York Times Upfront</i> provides multiple teaching strategies with each issue to address the needs and skills of all students in the classroom. Motivational and skill-building strategies include:</p> <ul style="list-style-type: none"> • Relevant, high-interest text that <u>motivates students to read independently, helps them make personal connections to text, and aids comprehension</u> • Multiple perspectives on subject matter to <u>enhance understanding and build analysis and critical thinking skills</u> • A variety of texts within each issue to <u>build reading stamina and fluency</u> • Shared readings, debates, and read-alouds that <u>build oral fluency, listening, and communication skills, while encouraging reluctant students to participate in class</u> • Opportunities to practice <u>strategies to determine word meanings</u> by using information about word parts, context clues, and definitions given within text • <u>Multiple opportunities to practice reading comprehension strategies with nonfiction text</u>, including interpreting text, making inferences, comparing/contrasting, fact versus opinion, and making text connections • Discussion questions, writing activities, and quizzes that <u>encourage students to read carefully, retain information, and build test-taking stamina</u> • Colorful, text-related photographs and illustrations with expository captions, maps, political cartoons, graphs, and diagrams to <u>aid visual learners and build visual literacy</u> <p><i>Upfront</i> provides a diverse array of learning experiences in each issue to support the <u>various learning styles and needs of all students</u>.</p> <p>The Teacher's Edition contains <u>connections to curriculum skills and to NCSS standards</u> for each article and activity to help educators easily target those features that will be most beneficial to the class as a whole and for students in need of targeted assistance.</p> <p>Reproducible worksheets and quizzes are provided with each issue to reinforce the skills taught within <i>The New York Times Upfront</i>. These can be used for <u>whole-group assessment or to provide targeted assistance for those students in need of additional skills practice</u>.</p>
<p>Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.</p>	<p>By <u>increasing motivation, reinforcing skills, and encouraging students to become active participants in their reading development</u>, <i>Upfront</i> can help close the achievement gap between high-performing and low-performing, minority, and disadvantaged children.</p> <p>High-interest, relevant nonfiction topics; engaging activities; and read-alouds <u>motivate reluctant students to read and participate in their learning</u>. Reproducible activity sheets provide <u>practice and reinforcement of essential skills</u>.</p>
<p>Strategies to increase parental involvement in education.</p>	<p>Students can bring <i>The New York Times Upfront</i> and its reproducible skills pages home to enable parents to see what their children are learning in school. This provides a <u>springboard for family discussions and reinforcement of classroom lessons within the home</u>.</p>
<p>Provide high-quality and ongoing professional development that aligns with the State's academic standards.</p>	<p>Each Teacher's Edition provides <u>targeted teaching support, proven instructional methods, and effective teaching strategies</u>.</p> <p>The <i>Upfront</i> website provides additional resources to <u>increase the teacher's knowledge of the subject matter and to extend classroom lessons</u>.</p>

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