



Alignment to Title I, Part A – Improving Basic Programs

Grades 1 and 2 Editions

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 **Scholastic News Editions 1 and 2 classroom magazines support both schoolwide and targeted assistance Title I programs.**

KEY CRITERIA FOR TITLE I, PART A FUNDING	SCHOLASTIC NEWS FOR GRADES 1-2 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>Scholastic News</i> Editions 1 and 2 provide a complete year-long program that helps students build a wide variety of essential reading/language arts skills to meet state achievement goals. Using nonfiction text and activities, students learn and practice:</p> <ul style="list-style-type: none"> • <u>Reading comprehension strategies</u>, such as sequencing, predicting, main idea/details, posing questions, and analyzing • <u>Understanding nonfiction text features</u>, including headlines, maps and graphs, directions, and columns • <u>Language and vocabulary skills</u> by using pronunciation guides, dictionaries, and glossaries • <u>Fluency</u> through repeated patterns in the text, attention to punctuation, and repeated reading • <u>Phonics and word-study skills</u>, including decoding words using knowledge of sounds and letters, recognizing grade-level sight words, reading multisyllable and compound words, and blending sounds • <u>Listening and speaking skills</u> during shared reading, read-alouds, and class discussions about the text • <u>Writing skills</u> using graphic organizers, while printing words or writing correctly punctuated sentences, and when answering different types of written questions <p><i>Scholastic News</i> Editions 1 and 2 provide students with <u>engaging nonfiction text in the content areas of current events, social studies, science, and math</u>; colorful photos that support comprehension; and <u>reading skills practice tests</u> that can help increase test-taking confidence and achievement scores on standardized tests.</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>Instructional strategies used by <i>Scholastic News</i> are based upon <u>proven methods and educational practices that ensure effective instruction</u>. Each feature is <u>connected to content standards</u> and is monitored by a <u>team of teacher advisors</u>. <u>Complete lesson plans</u> in the Teacher's Edition include before-, during-, and after-reading strategies, read-aloud background notes, reproducible extension activities, and discussion questions.</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 all students, which would include those who have been historically underserved, 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>Scholastic News</i> 1 and 2 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 shared or guided reading using the BIG Issues, for independent reading, in small groups, or for whole-class instruction</u>, as well as for <u>extended learning opportunities after school or in the home</u>.</p>

KEY CRITERIA FOR TITLE I, PART A FUNDING	SCHOLASTIC NEWS FOR GRADES 1-2 SUPPORTS SCHOOLWIDE AND TARGETED ASSISTANCE TITLE I PROGRAMS
<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>Scholastic News</i> Editions 1 and 2 provide multiple teaching strategies each week that address the needs of all children in the school, including low-achieving and at-risk children. Methods include:</p> <ul style="list-style-type: none"> • <u>Scaffolding reading</u> through content vocabulary embedded in the text and reinforced in picture-word or definition boxes; photos and illustrations that connect to the text; and discussion questions • Teaching reading and language arts skills through <u>cross-curricular text</u> • Providing <u>skill-building reproducible pages</u> to reinforce skills for sustained learning • Presenting <u>meaningful hands-on activities</u> that engage tactile, kinesthetic, or inattentive learners • Providing <u>leveled, grade-appropriate text and topics</u> that engage students in grades 1 and 2 <p>The Teacher's Edition contains <u>connections to curriculum skills and to state standards so that lessons can be targeted to students' needs</u>. Teachers can <u>monitor students' progress</u> by reviewing their completed skill pages, the results of the reading skills practice tests, and the results of the article-related bubble-tests within each magazine.</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>Scholastic News</i> can help close the achievement gap between high-performing and low-performing, minority, and disadvantaged children.</p> <p>High-interest, relevant nonfiction topics that keep the curriculum fresh; engaging activities; giant, double-sided teaching posters; web-based learning; and scaffolded lessons <u>motivate reluctant students to read. Assessment activities can inform differentiated instruction</u> so that low-performing children can close the achievement gap between them and their higher-performing peers.</p> <p>Research shows that many disadvantaged children do not have reading materials in their homes. <i>Scholastic News</i> provides them with <u>informative, relevant print they can keep and read over and over</u> to increase their reading skills.</p>
<p>Strategies to increase parental involvement in education.</p>	<p>Students can bring <i>Scholastic News</i> and its reproducible skills pages home to enable parents to see what their children are learning in school. This provides <u>a 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>

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