



# Scholastic Scope® Meets TEKS

Scholastic Scope supports Texas Essential Knowledge and Skills in English Language Arts and Reading. Here's how this language arts resource will help your students develop key skills in Reading, Writing, Oral and Written Conventions, Research, and Listening and Speaking.

SKILLS	WHAT THE STANDARDS SAY	WHAT SCOPE OFFERS
<b>READING</b>		
Reading/Fluency (6.1, 7.1, 8.1)	Students read grade-level text with fluency and comprehension.	<ul style="list-style-type: none"> <li>• Read-aloud dramas help students to build fluency by reading out loud in small groups or as a class.</li> </ul>
Reading/Vocabulary Development (6.2, 7.2, 8.2)	Students understand new vocabulary and use it when reading and writing.	<ul style="list-style-type: none"> <li>• Articles contain academic and domain-specific vocabulary words, highlighted in bold. The words are supported by printable vocabulary-practice activities.</li> <li>• Various activities prompt students to use context clues to find word meanings.</li> <li>• Our online Themed Vocabulary feature with every issue offers an interactive deep dive into vocabulary words related to a theme or topic of one article.</li> <li>• Writing prompts in the Student Editions and Teacher's Guides offer opportunities to use new vocabulary in context.</li> </ul>
Reading/Comprehension of Literary Text/Theme and Genre (6.3, 7.3, 8.3)	Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	<ul style="list-style-type: none"> <li>• Every issue includes a variety of genres, drawing on historical and current events, myths, social issues relevant to readers, and more.</li> <li>• Paired-text features prompt students to explore a theme across genres.</li> <li>• Writing prompts at the end of major features ask students to write essays identifying elements such as theme.</li> <li>• Lesson plans in the Teacher's Guides include close-reading and critical-thinking questions and writing tasks that ask students to discuss themes and provide examples to support their ideas.</li> <li>• Printable activity sheets available online guide students to identify central ideas or themes of stories and to use text evidence to support their ideas.</li> </ul>

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Reading/Comprehension of Literary Text/ Poetry (6.4, 7.4, 8.4)	Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	<ul style="list-style-type: none"> <li>• Poetry by highly regarded poets, accompanied by lesson plans and writing prompts, helps students understand poetic elements and structures.</li> </ul>
Reading/Comprehension of Literary Text/Drama (6.5, 7.5, 8.5)	Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	<ul style="list-style-type: none"> <li>• Read-aloud dramas familiarize students with the elements of drama (plot, setting, dialogue, etc.).</li> <li>• Lesson plans include close-reading questions about the structure and elements of drama.</li> <li>• Our Literary Elements and Devices printable activity sheet, tailored to each play, focuses on elements of drama.</li> </ul>
Reading/Comprehension of Literary Text/Fiction (6.6, 7.6, 8.6)	Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	<ul style="list-style-type: none"> <li>• Compelling original fiction is accompanied by activities and quizzes that enhance comprehension and analysis of the text.</li> <li>• Close-reading questions are included in the margins of each fiction story.</li> <li>• Our Literary Elements and Devices activity sheet, with each story, asks students to examine elements of fiction and provide text evidence.</li> </ul>
Reading/Comprehension of Literary Text/Literary Nonfiction (6.7, 7.7, 8.7)	Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	<ul style="list-style-type: none"> <li>• In-depth narrative-nonfiction features are included in every issue.</li> <li>• Engaging nonfiction of many lengths and text types often connects to social studies, science, and other content areas.</li> <li>• As You Read boxes at the beginning of major features prompt students to employ skills such as making inferences and finding text evidence.</li> <li>• Writing prompts require students to make inferences, cite text evidence, and draw conclusions.</li> <li>• Our Read, Think, Explain activity sheet, with every narrative-nonfiction feature, prompts students to make inferences, draw conclusions, cite text evidence, and understand text structures.</li> </ul>
Reading/Comprehension of Literary Text/Sensory Language (6.8, 7.8, 8.8)	Students understand, make inferences, and draw conclusions about how an author’s sensory language creates imagery in literary text, and provide evidence from text to support their understanding.	<ul style="list-style-type: none"> <li>• Activity sheets, quizzes, and writing prompts require students to understand nuances of sensory language.</li> <li>• Close-reading questions with nonfiction, fiction, and poetry features focus on sensory language.</li> </ul>

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<b>READING</b>		
Reading/Comprehension of Informational Text/ Culture and History (6.9, 7.9, 8.9)	Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	<ul style="list-style-type: none"> <li>• Activity sheets available online focus on point of view and author’s purpose.</li> <li>• As You Read boxes at the beginning of major features prompt readers to look for elements like author’s purpose and point of view.</li> </ul>
Reading/Comprehension of Informational Text/ Expository Text (6.10, 7.10, 8.10)	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	<ul style="list-style-type: none"> <li>• Expository texts on a range of subjects are followed by writing prompts that require students to provide textual evidence to support their ideas.</li> <li>• Our Core Skills Workout with every issue provides activity sheets on summarizing, making inferences, text evidence, central ideas and details, text structure, text features, tone, and mood.</li> </ul>
Reading/Comprehension of Informational Text/ Persuasive Text (6.11, 7.11, 8.11)	Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.	<ul style="list-style-type: none"> <li>• Debate features in every issue present two sides of an argument and ask students to evaluate them.</li> <li>• Our Tracing and Evaluating Arguments activity and Write an Argument Essay activity help students analyze persuasive writing and provide text evidence to support their own arguments.</li> <li>• Lesson plans in the Teacher’s Guides ask students to practice skills such as analyzing author’s purpose and point of view.</li> </ul>
Reading/Comprehension of Informational Text/ Procedural Texts (6.12, 7.12., 8.12)	Students understand how to glean and use information in procedural texts and documents.	<ul style="list-style-type: none"> <li>• Many features include maps, graphs, charts, and infographics.</li> <li>• Activity sheets include directions for students to read and follow.</li> </ul>
Reading/Media literacy (6.13, 7.13, 8.13)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	<ul style="list-style-type: none"> <li>• Articles incorporate photographs, illustrations, maps, charts, graphs, infographics, and sidebars to enhance texts.</li> <li>• Digital offerings and lesson plans integrate video, audio, photographs, and text.</li> <li>• Lessons in the Teacher’s Guides prompt students to conduct research using a variety of media.</li> <li>• Links to relevant websites are available online for all major features.</li> </ul>

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<b>WRITING</b>		
Writing Process (6.14, 7.14, 8.14)	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	<ul style="list-style-type: none"> <li>• Online essay kits guide students to select and organize ideas to include in essays.</li> <li>• Writing activities in the Student Editions, Teacher’s Guides, and online can be further developed by following the steps of the writing process.</li> </ul>
Writing/Literary Texts (6.15, 7.15, 8.15)	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	<ul style="list-style-type: none"> <li>• Writing prompts ask students to write creative narratives relating to articles they have read, often from the point of view of someone in the article.</li> <li>• Activity sheets available online help students practice specific writing skills and techniques.</li> </ul>
Writing (6.16, 7.16, 8.16)	Students write about their own experiences.	<ul style="list-style-type: none"> <li>• Teacher’s Guide writing prompts ask students to write personal narratives relating to texts they have read.</li> </ul>
Writing/Expository and Procedural Texts (6.17, 7.17, 8.17)	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	<ul style="list-style-type: none"> <li>• Writing prompts and contests ask students to produce clear, thoughtful, and effective paragraphs.</li> <li>• The You Write It feature in the Student Editions provides an opportunity for students to craft an expository article based on an interview of a teen conducted by <i>Scope</i> staff.</li> <li>• Questions and writing prompts in the Teacher’s Guides let students practice clarity and organization in writing.</li> <li>• Writing prompts create varied tasks and hypothetical audiences; for example, writing a letter to a friend, an editorial for a newspaper, etc.</li> </ul>
Writing/Persuasive Texts (6.18, 7.18, 8.18)	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	<ul style="list-style-type: none"> <li>• The debate feature in every issue focuses on high-interest topics to motivate students to write.</li> <li>• The Write an Argument Essay Kit provides scaffolded support for students to write persuasive essays in response to Student Edition articles.</li> <li>• The infographic feature in the Student Editions often prompts students to write a persuasive text.</li> <li>• Teacher’s Guide lesson plans include questions and writing prompts to develop persuasive writing and reasoning skills.</li> </ul>

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<b>ORAL AND WRITTEN CONVENTIONS</b>		
<p>Oral and Written Conventions/Conventions (6.19, 7.19, 8.19)</p>	<p>Students understand the function of and use the conventions of academic language when speaking and writing.</p>	<ul style="list-style-type: none"> <li>• The Student Editions and other print materials serve as models for standard English grammar and usage.</li> <li>• Articles in the Student Editions provide examples of diverse writing styles.</li> <li>• The Lazy Editor feature gives students opportunities to identify and correct mistakes in grammar and usage; reinforcement is provided with online activity sheets.</li> <li>• The grammar feature in every issue uses a highly engaging format to focus on one important grammar skill.</li> <li>• A variety of writing activities in the Student Editions and Teacher’s Guides and online require students to determine appropriate writing styles to respond effectively.</li> </ul>
<p>Writing/Conventions of Language/Handwriting (6.20, 7.20, 8.20)</p>	<p>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p>	<ul style="list-style-type: none"> <li>• The Student Editions and other print materials serve as models for correct usage of capitalization and punctuation.</li> <li>• The grammar activity in every issue helps students recognize and use standard English capitalization and punctuation.</li> <li>• The Lazy Editor feature in every issue challenges students to correct a variety of writing errors, including capitalization and punctuation.</li> </ul>
<p>Oral and Written Conventions/Spelling (6.21, 7.21, 8.21)</p>	<p>Students spell correctly.</p>	<ul style="list-style-type: none"> <li>• The Student Editions and other print materials serve as models for correct spelling.</li> <li>• Writing activities in the Student Editions and Teacher’s Guides provide students with opportunities to write using standard English spelling.</li> </ul>

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<b>RESEARCH</b>		
Research/Research Plan (6.22, 7.22, 8.22)	Students ask open-ended research questions and develop a plan for answering them.	<ul style="list-style-type: none"> <li>• Close-reading and critical-thinking questions in the Teacher’s Guides ask students to search within articles for answers to probing questions.</li> <li>• Activities in the Teacher’s Guides ask students to conduct more in-depth research on a topic presented in the magazine, using a variety of sources.</li> </ul>
Research/Gathering Sources (6.23, 7.23, 8.23)	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	<ul style="list-style-type: none"> <li>• Links to relevant websites can be found online for each issue.</li> <li>• <i>Scope</i> videos accompanying articles give students an opportunity to integrate information from multimedia sources.</li> <li>• Writing tasks prompt students to use varied sources, including technology, to research and write about a topic.</li> <li>• Webquests guide students to do online research.</li> </ul>
Research/Synthesizing Information (6.24, 7.24, 8.24)	Students clarify research questions and evaluate and synthesize collected information.	<ul style="list-style-type: none"> <li>• Research-related writing prompts give students an opportunity to evaluate and synthesize information.</li> <li>• Writing prompts, questions, and activity sheets help students determine author’s purpose, which can shed light on the credibility of a source.</li> </ul>
Research/Organizing and Presenting Ideas (6.25, 7.25, 8.25)	Students organize and present their ideas and information according to the purpose of the research and their audience.	<ul style="list-style-type: none"> <li>• Writing prompts throughout the Student Editions and Teacher’s Guides encourage students to practice clear and coherent writing on compelling topics.</li> <li>• Lesson plans in the Teacher’s Guides suggest ideas for presenting research in reports, PowerPoints, posters, infographics, and more.</li> <li>• Teachers can adapt writing prompts to use on class web pages and wikis.</li> </ul>
<b>LISTENING AND SPEAKING</b>		
Listening and Speaking/Listening (6.26, 7.26, 8.26)	Students will use comprehension skills to listen attentively to others in formal and informal settings.	<ul style="list-style-type: none"> <li>• Articles and critical-thinking and discussion questions can be used to spark moderated discussion among students.</li> <li>• Debate features can be used to stage classroom debates or informal conversations. Listeners can identify a speaker’s reasons and evidence for an argument.</li> <li>• With read-aloud dramas, students can read text aloud while others listen.</li> <li>• Audio formats allow students to access articles aurally.</li> </ul>

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<b>LISTENING AND SPEAKING</b>		
Listening and Speaking/ Speaking (6.27, 7.27, 8.27)	Students speak clearly and to the point, using the conventions of language.	<ul style="list-style-type: none"> <li>• Writing prompts and close-reading and critical-thinking questions can be used for oral responses in formal and informal settings.</li> <li>• Articles in the Student Editions can be used to stimulate discussion about given topics.</li> <li>• Activities in the Teacher’s Guides ask students to present findings on a topic to their classmates.</li> <li>• Topics covered in the Student Editions can be used as springboards for oral presentations about specific topics.</li> </ul>
Listening and Speaking/ Teamwork (6.28, 7.28, 8.28)	Students work productively with others in teams.	<ul style="list-style-type: none"> <li>• Articles lend themselves to discussions, which can be held as a class, in small groups, or in partnerships.</li> <li>• Debate features can be used to stage classroom debates or informal conversations.</li> <li>• Teacher’s Guide lesson plans offer many suggestions for small-group work.</li> </ul>

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