



Storyworks Jr.® Meets TEKS

Storyworks Jr. supports Texas Essential Knowledge and Skills in English Language Arts. 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 STANDARD SAYS	WHAT <i>STORYWORKS JR.</i> OFFERS
READING		
Reading/Beginning Reading/Strategies (2.3, 3.2)	Students comprehend a variety of texts drawing on useful strategies as needed.	<ul style="list-style-type: none"> • Think and Read boxes at the beginning of every major feature help students set a purpose for reading. • Pause and Think boxes in major features prompt students with questions to help monitor comprehension. • A variety of text features with every article help students comprehend text.
Reading/Fluency (2.4, 3.3)	Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<ul style="list-style-type: none"> • Read-aloud plays offer many opportunities for students to build fluency by reading out loud in small groups or as a class.
Reading/Vocabulary Development (2.5, 3.4)	Students understand new vocabulary and use it when reading and writing.	<ul style="list-style-type: none"> • Articles contain academic and content-area vocabulary words. The words are supported by printable vocabulary-practice activities and vocabulary slideshows. • Vocabulary words are highlighted in bold in major features and defined at the bottom of the page on which they appear. • Vocabulary-in-context activity sheets help students preview words and learn word meanings. • Word Power feature in every issue introduces challenging related vocabulary and prompts students to use in in their own paragraph. • Every Student Edition includes Vocab Lab, which has fun activities to help students interpret and use new vocabulary words in context and analyze multiple-meaning words. • Activities such as Grammar Cop and online activity sheets teach word roots, prefixes, suffixes, synonyms, and antonyms.

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Reading/Comprehension of Literary Text/Theme and Genre (2.6, 3.5)	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"> • Every issue includes a variety of genres, drawing on historical and current events, myths and fables, social issues relevant to children, and more. • Pause and Think boxes prompt student to identify key details that lead to understanding theme. • Writing prompts at the end of major features ask students to write a paragraph identifying elements such as theme. • Lesson plans in the Teacher’s Guide include close-reading and critical-thinking questions and writing tasks that ask students to discuss themes and provide examples to support their ideas. • Printable activity sheets available online guide students to identify themes of stories and to use text evidence to support their ideas.
Reading/Comprehension of Literary Text/Poetry (2.7, 3.6)	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"> • Every issue includes poetry by highly regarded poets; lesson plans and activity sheets help students understand elements of poetry.
Reading/Comprehension of Literary Text/Drama (2.8, 3.7)	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"> • A read-aloud play in every issue familiarizes students with the elements of drama (plot, setting, dialogue, etc.).
Reading/Comprehension of Literary Text/Fiction (2.9, 3.8)	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"> • Compelling original fiction is accompanied by activities and quizzes that enhance comprehension and analysis of the text.
Reading/Comprehension of Literary Text/Literary Nonfiction (2.10, 3.9)	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"> • Narrative nonfiction in every issue motivates students to read. • Up Close boxes at the beginning of major features prompt students to employ skills such as making inferences and finding text evidence. • Writing prompts require students to make inferences, cite text evidence, and draw conclusions. • Text-evidence activity sheets offer opportunities to find evidence in the text. • Paired-text articles require students to compare and synthesize ideas and details from two texts.

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Reading/Comprehension of Literary Text/Sensory Language (2.11, 3.10)	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"> • Close-reading questions with nonfiction, fiction, and poetry features focus on sensory language. • Activity sheets delve into sensory language, especially with fiction and poetry features.
Reading/Comprehension of Text/Independent Reading (2.12, 3.11)	Students read independently for sustained periods of time and produce evidence of their reading.	<ul style="list-style-type: none"> • Every Student Edition offers highly engaging content that motivates students to read independently.
Reading/Comprehension of Informational Text/Culture and History (2.13, 3.12)	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"> • Nonfiction features often introduce readers to varied historical and cultural settings. • Up Close boxes prompt readers to look for elements like author’s purpose and point of view.
Reading/Comprehension of Informational Text/Expository Text (2.14, 3.13)	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"> • Expository texts on a range of subjects are followed by writing prompts that require students to provide textual evidence to support their ideas. • The Reading Kits with every issue provides activity sheets on summarizing, making inferences, main idea and supporting details, text evidence, text features, and compare and contrast.
Reading/Comprehension of Informational Text/Persuasive Texts (3.14)	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"> • Debate features in every Student Edition present two sides of an issue and ask students to evaluate them. • Lesson plans in the Teacher’s Guides ask students to practice skills such as analyzing author’s purpose and point of view. • Infographic features give students an opportunity to use information to support an argument.
Reading/Comprehension of Informational Text/Procedural Texts (2.15, 3.15)	Students understand how to glean and use information in procedural texts and documents.	<ul style="list-style-type: none"> • Many features include maps, graphs, charts, and infographics. • Activity sheets include directions for students to read and follow.
Reading/Media Literacy (2.16, 3.16)	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"> • The Student Editions incorporate photographs, illustrations, maps, charts, graphs, infographics, and sidebars to enhance texts. • The Video Read-Aloud that accompanies nonfiction integrates text and images, and aids visualization of text. <p style="text-align: right;"><i>(continued on the next page)</i></p>

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READING		
Reading/Media literacy (2.16, 3.16)	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"> • Links to relevant websites are available online for many major features. • Illustrations by acclaimed children’s illustrators enhance fiction, plays, and poetry.
WRITING		
Writing/Writing Process (2.17, 3.17)	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	<ul style="list-style-type: none"> • Writing prompts with every major feature provide opportunities to use the writing process. • Online essay kits guide students to select and organize ideas to include in essays.
Writing/Literary Texts (2.18, 3.18)	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	<ul style="list-style-type: none"> • Student Edition writing prompts ask students to write narrative texts relating to articles they have read. • Teacher’s Guide prompts and activity sheets guide students in writing poetry.
Writing (3.19)	Students write about their own experiences.	<ul style="list-style-type: none"> • Teacher’s Guide writing prompts ask students to write personal narratives relating to articles they have read.
Writing/Expository and Procedural Texts (2.19, 3.20)	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"> • Writing prompts in the Student Edition ask students to produce clear, thoughtful, and effective paragraphs. • Paragraph Power in every issue guides students to write a cohesive paragraph about a short nonfiction article. • Questions and writing prompts in the Teacher’s Guide let students practice clarity and organization in writing. • Writing prompts create varied tasks and hypothetical audiences; for example, writing a letter to a friend or an article for a newspaper
Writing/Persuasive Texts (2.20, 3.21)	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	<ul style="list-style-type: none"> • Online essay kits provide scaffolded support for students to write persuasive essays in response to Student Edition debate articles. • Teacher’s Guide lesson plans include questions and writing prompts to develop persuasive writing and reasoning skills.

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ORAL AND WRITTEN CONVENTIONS		
Oral and Written Conventions/Conventions (2.21, 3.22)	Students understand the function of and use the conventions of academic language when speaking and writing.	<ul style="list-style-type: none"> • The Student Editions and other print materials serve as models for standard English grammar and usage. • Articles in the Student Editions provide examples of diverse writing styles. • Read-aloud plays provide examples of language used in different contexts by a variety of characters. • Grammar Cop features in every issue focus on one grammar convention; reinforcement is provided with online activity sheets.
Oral and Written Conventions/ Handwriting, Capitalization and Punctuation (2.22, 3.23)	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	<ul style="list-style-type: none"> • The Student Editions and other print materials serve as models for correct usage of capitalization and punctuation. • Writing prompts and other writing activities in the Student Editions and Teacher’s Guides provide students with many opportunities for writing using standard English capitalization and punctuation. • Grammar Cop, in every issue, helps students recognize and use standard English capitalization and punctuation. • Key skills presented in Grammar Cop are reinforced with an activity sheet online.
Oral and Written Conventions/Spelling (2.23, 3.24)	Students spell correctly.	<ul style="list-style-type: none"> • The Student Editions and other print materials serve as models for correct spelling. • Writing activities in the Student Editions and Teacher’s Guides provide students with opportunities to write using standard English spelling. • Grammar Cop helps students recognize and use correct spelling.

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RESEARCH		
Research/Research Plan (2.24, 3.25)	Students ask open-ended research questions and develop a plan for answering them.	<ul style="list-style-type: none"> • Close-reading and critical-thinking questions in the Teacher’s Guide ask students to search within articles for answers to probing questions. • Activities in the Teacher’s Guide and online ask students to conduct more in-depth research on a topic presented in the magazine, using a variety of sources.
Research/Gathering Sources (2.25, 3.26)	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"> • Links to relevant websites can be found online for each issue. • Writing tasks prompt students to use technology to research and write about a topic. • The Make Your Own Infographic activity in our activity library guides students to do research using a variety of sources.
Research/Synthesizing Information (2.26, 3.27)	Students clarify research questions and evaluate and synthesize collected information.	<ul style="list-style-type: none"> • Research-related writing prompts give students an opportunity to evaluate and synthesize information.
Research/Organizing and Presenting Ideas (2.27, 3.28)	Students organize and present their ideas and information according to the purpose of the research and their audience.	<ul style="list-style-type: none"> • Writing prompts throughout the Student Editions and Teacher’s Guides provide opportunities for students to practice clear and coherent writing on interesting topics. • Lesson plans in the Teacher’s Guides suggest ideas for presenting research in reports, PowerPoints, posters, infographics, videos and more. • Teachers can adapt writing prompts to use on class web pages.
LISTENING AND SPEAKING		
Listening and Speaking/Listening (2.28, 3.29)	Students use comprehension skills to listen attentively to others in formal and informal settings.	<ul style="list-style-type: none"> • Articles and close-reading and critical-thinking questions can be used to spark moderated discussion among students. • Debate features can be used to stage classroom debates or informal conversations in various group formats. Listeners can identify a speaker’s reasons and evidence for an argument. • Read-aloud plays let students read text aloud while others listen. • Audio formats allow students to access articles aurally.

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LISTENING AND SPEAKING		
Listening and Speaking/ Speaking (2.29, 3.30)	Students speak clearly and to the point, using the conventions of language.	<ul style="list-style-type: none"> • Writing prompts and close-reading and critical-thinking questions can be used for oral responses in formal and informal settings. • Articles in the Student Editions can be used to stimulate discussion about given topics. • Activities in the Teacher’s Guides ask students to present findings on a topic to their classmates. • Topics covered in the Student Editions can be used as springboards for oral presentations about specific topics.
Listening and Speaking/ Teamwork (2.30, 3.31)	Students work productively with others in teams.	<ul style="list-style-type: none"> • Articles in the Student Editions lend themselves to discussions, which can be held as a class, in small groups, or in partnerships. • Debate features in the Student Editions can be used to stage classroom debates or informal conversations in various group formats. • Teacher’s Guide lesson plans offer many suggestions for small-group work.

To order *Storyworks Jr.*, for additional editorial information, or to receive product samples:

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