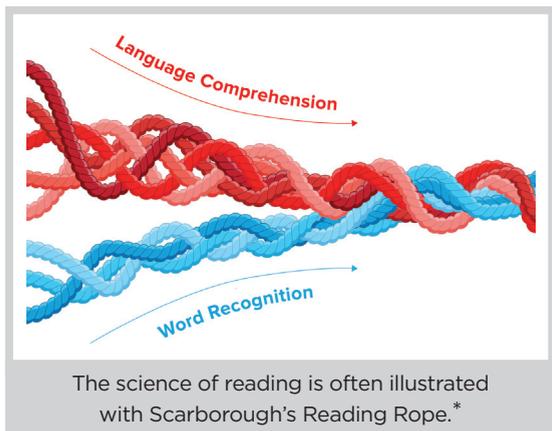


How **Scholastic News** Aligns with the Science of Reading



The science of reading is a body of research that explains how proficient readers learn to read. Studies show that to read proficiently, you must combine **background knowledge** and **vocabulary skills** with strong **decoding skills**.

By using *Scholastic News* in your class, you're building background knowledge and big vocabularies every week. *Scholastic News* also provides opportunities to practice decoding skills and is a perfect supplement to your systematic phonics program.

With *Scholastic News*[®], educators can:

Build Background Knowledge

- Read and discuss a new **science, social studies, history, or SEL topic** each week with our 32 weekly issues.
- Watch **inspiring nonfiction videos** that provide facts and information about the topic covered in each issue.
- Dig deeper into each theme with our **online text sets** (3 to 4 articles on one topic).
- Encourage kids to apply the knowledge they've learned with our **meaningful hands-on extension activities**.

Grow Big Vocabularies

- Build **important academic vocabulary** (e.g., symbol, communicate) and **content area vocabulary** (e.g., predator, nutrients) with our featured text.
- Preview important words to know before reading with **vocabulary slideshows**, featuring photos, kid-friendly definitions, and read-aloud functionality.
- Reinforce vocabulary through **developmentally appropriate activities** like completing diagrams and labeling pages.
- Spark rich discussions about vocabulary with our **discussion questions**.

Practice Decoding Skills

- Interact with online games to practice **phonics skills** in a fun, stress-free environment.
- Provide practice with skills sheets that are focused on **blends, digraphs, and long vowel sounds**.

For more information, call **(800) 387-1437** or email **magazineinfo@scholastic.com**



*The Reading Rope. Adapted from Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research*. (pp. 97-110). New York, NY: Guilford.