

TIME for Kids offers a rich selection of articles, multimedia, and teaching resources to help you meet Florida standards in English language arts.

Take a look at how TIME for Kids addresses these standards.

#### READING STANDARDS FOR INFORMATIONAL TEXT

READING STANDARDS FOR INFORMATIONAL TEXT	
KEY IDEAS AND DETAILS	<p><b>RI.1.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
	<ul style="list-style-type: none"> <li>• Each TIME for Kids bundle of four issues comes with a Teacher's Guide, featuring lessons to help students engage with the text in each issue.</li> <li>• Teaching materials include comprehension and critical-thinking questions that can be incorporated into classroom discussions.</li> <li>• Lessons in the Teacher's Guide include reading and class discussion activities focusing on helping students determine the main idea of the story.</li> <li>• Students are encouraged to compare and contrast and make connections between two pieces of information in the text, i.e. two photos or a photo and a map.</li> </ul>
CRAFT AND STRUCTURE	<p><b>RI.2.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.2.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI.2.6</b> With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	<ul style="list-style-type: none"> <li>• Teacher's Guide lessons provide teacher-led activities to help students learn new words and understand them in the context of the story. In the digital edition, more-complex grade-appropriate words are defined and read aloud to help students learn new vocabulary.</li> <li>• The student magazines provide young readers with the opportunity to hold a physical copy of the magazine and to practice recognizing covers and text and turning pages.</li> </ul>
INTEGRATION OF KNOWLEDGE AND IDEAS	<p><b>RI.3.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.3.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.3.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
	<ul style="list-style-type: none"> <li>• Teacher's Guide lessons provide activities to help students use the photos, maps, and other text features to deepen their comprehension of the story.</li> <li>• Students are asked to compare and contrast information presented in the story to develop their critical-thinking skills. Videos, slide shows, and audio read-alouds support instruction and encourage a deeper understanding of the text.</li> </ul>
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	<p><b>RI.4.10</b> Actively engage in group reading activities with purpose and understanding.</p>
	<ul style="list-style-type: none"> <li>• Teacher's Guide lessons include whole-class reading activities to help students decode words and practice fluent reading. The provided class discussion questions foster deeper comprehension of the text.</li> </ul>

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#### READING STANDARDS: FOUNDATIONAL TEXT

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PRINT CONCEPTS</p>	<p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Student editions provide young readers with an opportunity to hold a physical copy of a magazine and to practice recognizing covers and text and turning pages.</li> <li>• Audio read-aloud versions of the story in the digital issues model for students how to read text, from left to right and top to bottom.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHONOLOGICAL AWARENESS</p>	<p><b>RF.2.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with l, r, or x.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio read-aloud versions of the story in the digital issues allow students to hear proper pronunciation and help them recognize grade-level vocabulary.</li> <li>• Printables and lesson activities often feature rhyming words to help students recognize and learn foundational skills.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHONICS AND WORD RECOGNITION</p>	<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio versions allow students to hear proper pronunciation to help them decode. The digital issue is also provided in Spanish for English language learners. These students can use what they know in Spanish to decode English words.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FLUENCY</p>	<p><b>RF.4.4</b> Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• Teacher's Guide lesson plans focus on fluency skills. Students are encouraged to read the stories aloud to practice fluency.</li> </ul>

#### WRITING STANDARDS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXT TYPES AND PURPOSES</p>	<p><b>W.1.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., “My favorite book is . . .”)</p> <p><b>W.1.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<ul style="list-style-type: none"> <li>• Teacher’s Guide lessons provide writing prompts related to TIME for Kids stories, encourage students to express their opinion on a topic, and challenge them to support their thinking with reasons and information from the text.</li> <li>• In extension writing activities and in printables, students practice informational writing in which they say what they are writing about and give some details.</li> <li>• Test Prep with TFK, provided two times per school year, includes extended-response questions that call on students to produce short informative texts based on information in a reading passage.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	<p><b>W.3.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.3.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• In extension activities, students are encouraged to work together to create a shared writing project such as a class book. Teachers are encouraged to extend learning with class research projects about a topic presented in the student magazine.</li> <li>• Teacher’s Guide printables include graphic organizers to help students locate information in a text and demonstrate their understanding of that information.</li> </ul>

#### LANGUAGE STANDARDS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONVENTIONS OF STANDARDS ENGLISH</p>	<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding s or es (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> <hr/> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>	<ul style="list-style-type: none"> <li>• The student edition serves as a model of standard English grammar and usage. Printables include grammar and usage skills. The digital edition defines grade-level appropriate vocabulary and uses audio read-alouds to model the pronunciation of that vocabulary.</li> <li>• Extension activities give students practice hearing and using question words.</li> <li>• Discussion prompts give students an opportunity to practice using complete sentences.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• The student edition serves as a model of standard English capitalization, punctuation, and spelling rules.</li> <li>• Students are encouraged to use standard English capitalization, punctuation, and spelling conventions when completing printables.</li> </ul>
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#### LANGUAGE STANDARDS (CONT.)

#### VOCABULARY ACQUISITION AND USE

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**b.** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

- Power Words in the digital edition help students recognize and understand new vocabulary through context clues.

#### SPEAKING AND LISTENING STANDARDS

#### COMPREHENSION AND COLLABORATION

**SL.1.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**a.** Continue a conversation through multiple exchanges.

**SL.1.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.1.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- Extension activities include discussion questions that encourage critical thinking.

- Through class discussions and small-group work, teachers are encouraged to help students review information they have read.

- Students are encouraged to ask many questions about the stories and information presented in TFK, as many of the topics will be new to them.

#### PRESENTATION OF KNOWLEDGE AND IDEAS

**SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

- When completing printables, students are provided with opportunities to use drawings to answer questions and demonstrate understanding of a topic or idea.

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#### READING STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> <li>• Each TIME for Kids bundle of four issues comes with a Teacher's Guide, featuring lessons to help students engage with the text in each issue.</li> <li>• Teaching materials include comprehension and critical-thinking questions that can be incorporated into classroom discussions.</li> <li>• Lessons in the Teacher's Guide include reading and class discussion activities focused on helping students determine the main idea of the story.</li> <li>• Students are encouraged to make connections and compare and contrast between two pieces of information in the text, i.e. two photos or a photo and a map.</li> </ul>
CRAFT AND STRUCTURE	<p><b>RI.2.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., headlines, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.2.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>• Challenging words are defined and read aloud to help students learn new vocabulary. Teacher's Guide lessons provide teacher-led activities to help students learn new words and understand them in the context of the story.</li> <li>• TIME for Kids is full of engaging text features, and students are given many opportunities to practice identifying and understanding their purpose.</li> <li>• Teacher's Guide lessons provide activities to help students use the photos, maps, and other text features to deepen their comprehension of the story.</li> </ul>
INTEGRATION OF KNOWLEDGE AND IDEAS	<p><b>RI.3.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.3.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.3.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>• Teacher's Guide lessons provide activities to help students use the photos, maps, and other text features to deepen their comprehension of the story. Students are asked to compare and contrast information presented in the story to develop and deepen their critical-thinking skills.</li> <li>• In class discussions and in printables, students are asked to compare and contrast two text features or two texts on the same topic.</li> </ul>
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	<p><b>RI.4.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<ul style="list-style-type: none"> <li>• TFK provides many opportunities for students to read grade-level information texts on a wide variety of topics, including key social studies and science topics.</li> </ul>

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#### READING STANDARDS FOR FOUNDATIONAL TEXT

<b>PRINT CONCEPTS</b>	<p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• Student editions provide young readers with an opportunity to hold a physical copy of a magazine and practice recognizing covers and text and turning pages.</li> <li>• Audio read-aloud versions of the story in the digital issues help students follow the words from left to right to learn concepts of print and the features of a sentence.</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	<p><b>RF.2.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>b.</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• Audio read-aloud versions of the story in the digital issues allow students to hear proper pronunciation to help them recognize grade-level vocabulary and practice vocabulary skills.</li> <li>• Students are encouraged to read stories aloud to help them develop phonological awareness and recognize blends (phonemes) and long and short vowels.</li> </ul>
<b>PHONICS AND WORD RECOGNITION</b>	<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>b.</b> Decode regularly spelled one-syllable words.</p> <p><b>c.</b> Know final e and common vowel team conventions for representing long vowel sounds.</p> <p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>f.</b> Read words with inflectional endings.</p> <p><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• Stories include many high-frequency sight words to help students master them.</li> <li>• Audio read-aloud versions allow students to hear proper pronunciation to help them decode and hear the proper pronunciation of grade-appropriate vocabulary. The digital issue is also provided in Spanish for English language learners. These students can use what they know in Spanish to decode English words.</li> </ul>
<b>FLUENCY</b>	<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read on-level text with purpose and understanding.</p> <p><b>b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• Teacher's Guide lesson plans focus on fluency skills. Students are encouraged to read the stories aloud to practice fluency.</li> </ul>

#### WRITING STANDARDS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXT TYPES AND PURPOSES</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• In Teacher’s Guide extension activities and printables, students are asked to write and draw short opinion pieces about what they have read.</li> <li>• In Teacher’s Guide extension activities and printables, students are asked to write down key details about what they have read.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	<p><b>W.2.5</b> Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.6</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• In extension activities, students are encouraged to work together to create a shared writing project such as a class book on a topic connected with the topic of the text.</li> <li>• Teacher’s Guide printables include graphic organizers to help students locate information in a text and demonstrate their understanding of that information.</li> </ul>

#### LANGUAGE STANDARDS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONVENTIONS OF STANDARD ENGLISH</p>	<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids serves as a model of standard English grammar and usage. Printables include grammar and usage skills. The digital edition defines “power words,” grade-level appropriate vocabulary, and uses audio read-alouds to model the pronunciation of that vocabulary.</li> <li>• The student edition serves as a model of standard English capitalization, punctuation and spelling rules.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">VOCABULARY ACQUISITION AND USE</p>	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>L.3.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>• Digital edition Power Words provide a definition, pronunciation, and picture to describe key words from the text. Student activities in the magazine sometimes give students a word bank and pictures to help them learn the definitions of unfamiliar words.</li> <li>• In class discussions and extension activities, students are encouraged to discuss the meaning of words and phrases in TFK stories.</li> </ul>

#### SPEAKING AND LISTENING STANDARDS

<b>COMPREHENSION AND COLLABORATION</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>• Extension activities include discussion questions that encourage critical thinking. Discussions can be done in pairs, small groups, or as a class.</li> <li>• Digital issues include audio read-alouds so students can hear the stories as they read along silently. Teachers are encouraged to read the magazine aloud to the students. Extension activities include discussion questions to be completed after students have read the text or had it read to them.</li> </ul>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	<p><b>SL.2.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.2.5</b> Add drawings or other visual displays to descriptions when appropriate, to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>• During class discussions, students are encouraged to retell what they have read using details from the text.</li> <li>• Students are encouraged to use drawings to help them demonstrate understanding of a topic or idea.</li> </ul>



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#### READING STANDARDS FOR INFORMATIONAL TEXT

##### KEY IDEAS AND DETAILS

**RI.1.1** Ask and answer such questions as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.

**RI.1.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.1.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- TIME for Kids comes with a Teacher’s Guide, featuring lessons that ask students to dig deeper into a text’s details. Teaching materials include text-dependent and inference questions that can be woven into classroom discussions. For many stories, we provide paragraph-specific questions and discussion prompts.

- We provide Think questions for most TIME for Kids articles to help focus student reading and classroom discussion around a text’s central ideas. Teacher’s Guide lessons guide students toward a fact-based summary of a story’s main points.

- Think questions and Teacher’s Guides focus on how events, ideas, and concepts interact and develop over the course of an article. Worksheets in the printables bank support student comprehension.

##### CRAFT AND STRUCTURE

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- Within each article, academic and domain-specific words are highlighted and defined. Close-reading questions provided to teachers support students in determining the meaning of a word while considering other contexts in which a word can be used.

- TIME for Kids stories incorporate different informational-text structures to engage readers. Close-reading and discussion questions often ask readers to locate and utilize these features to explain how they help readers develop a deeper understanding of the text.

- In the Teacher’s Guide, you will find questions that ask students to use text-based evidence and cite informational-text features as they discuss the author’s intent and how the author achieves his or her goal.

##### INTEGRATION OF KNOWLEDGE AND IDEAS

**RI.3.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RI.3.8** Describe how an author uses reasons to support specific points in a text.

**RI.3.9** Compare and contrast the most important points presented by two texts on the same topic.

- TIME for Kids diagrams, graphs, charts, maps, and other graphic elements provide different representations of ideas and topics, helping students build content-area knowledge. Videos, slide shows, and audio read-alouds support instruction and encourage a deeper understanding of the text.

- Teacher’s Guide questions and activities challenge students to identify and evaluate the evidence and reasoning a writer uses to support claims in an informational text.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTEGRATION OF KNOWLEDGE AND IDEAS</p>		<ul style="list-style-type: none"> <li>• The Teacher’s Guide provides related resources on a given topic to enhance students’ knowledge about it. In the digital edition, search the topics archive to find related stories to spark students’ curiosity about a subject. Teacher’s Guides recommend writing prompts, research projects, and other learning extensions.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</p>	<p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids offers a diversity of informational texts, including stories that focus on history and social studies topics, science, and technical texts.</li> <li>• Feature stories are written at a grade-appropriate Lexile level.</li> <li>• The digital edition offers stories at multiple Lexile levels.</li> </ul>

#### READING STANDARDS: FOUNDATIONAL TEXT

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHONICS AND WORD RECOGNITION</p>	<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Know spelling-sound correspondences for additional common vowel teams.</li> <li>Decode regularly spelled two-syllable words with long vowels.</li> <li>Decode words with common prefixes and suffixes.</li> <li>Identify words with inconsistent but common spelling-sound correspondences.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>	<ul style="list-style-type: none"> <li>• TIME for Kids stories are written at grade-appropriate Lexile level, using grade-appropriate words and sentence structure.</li> <li>• The digital edition provides lower-Lexile level text in order to differentiate instruction.</li> <li>• Lessons in the Teacher’s Guide often call on students to utilize their knowledge of prefixes and suffixes to decode unfamiliar words.</li> <li>• The Power Words feature in the student magazine and digital edition defines words.</li> <li>• In the digital edition, words and definitions are read aloud. Additionally, a photo accompanies them in order to aid decoding.</li> <li>• Test Prep with TFK appears two times per school year, offering opportunities to assess word knowledge, vocabulary use, and reading comprehension.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FLUENCY</p>	<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<ul style="list-style-type: none"> <li>• Students can read aloud articles from the student magazine in order to develop fluency.</li> <li>• Articles are written at grade-appropriate Lexile levels.</li> <li>• The digital edition provides an alternative-reading-level article in order to allow teachers to differentiate instruction and meet the needs of students reading at a lower Lexile level.</li> <li>• The digital edition includes audio read-alouds by voice actors—not a computer program—to model fluent and expressive reading.</li> </ul>

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timeforkids.com

#### WRITING STANDARDS

#### TEXT TYPES AND PURPOSES

**W.1.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section.

**W.1.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.1.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- Teacher's Guides provide writing prompts related to TIME for Kids stories, encourage students to express their opinion on a topic, and challenge them to support their thinking with reasons and information from the text.

- Printable quizzes call on students to express their opinion through short-response writing activities.

- Teacher's Guides include writing tasks that call on students to write informative/explanatory texts based on stories in TIME for Kids.

- Reproducible worksheets in the Teacher's Guide and in the printables bank provide opportunities for writing short-answer informative/explanatory texts.

- Test Prep with TFK, provided two times per school year, includes extended-response questions that call on students to produce short informative texts based on information in a reading passage.

- Teacher's Guides provide students with opportunities to write narratives related to stories in TIME for Kids and from their own experience, challenging them to use details from the text to support their writing.

- Homework Helper, available online, guides students through the process of writing narrative texts.

#### PRODUCTION AND DISTRIBUTION OF WRITING

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Reproducible worksheets in the Teacher's Guides and in the printables bank can be used as a foundation on which students can build a more expansive piece of writing.

- Articles in TIME for Kids can be used as touchstone texts to model fluent and effective writing.

- TFK's Homework Helper, available online, provides an interactive format to guide students through the writing process.

#### WRITING STANDARDS (CONT.)

##### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

**W.3.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**W.3.8** Recall information from experiences or gather information from provided sources to answer a question.

- Teacher's Guide lessons prompt students to engage in short research projects based on topics featured in TIME for Kids.

- Lessons and activities in the Teacher's Guide encourage students to activate prior knowledge on topics in TIME for Kids and to utilize related resources in order to learn more about a topic.

#### SPEAKING AND LISTENING STANDARDS

##### COMPREHENSION AND COLLABORATION

**SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**b.** Build on others' talk in conversations by linking their comments to the remarks of others.

**c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.1.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- TIME for Kids articles provide a rich foundation for one-on-one, small group, and class discussions. Think questions in the student magazine and digital edition provide a jumping-off point for focused discussion.

- Teacher's Guide lessons pose questions to expand opportunities for discussion and encourage critical thinking.

- Teacher's Guide lessons encourage students to identify a story's key ideas and details, as well as key ideas and details in videos that appear in the digital edition.

- Printable quizzes give students practice identifying key ideas and details.

- Think questions in the student magazine encourage discussion.

- Videos can be used to promote discussion of key ideas.

##### PRESENTATION OF KNOWLEDGE AND IDEAS

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate, to clarify ideas, thoughts, and feelings.

- Discussion questions in the Teacher's Guide encourage students to make personal connections to the text and to share their experiences with the class.

- Audio read-alouds in the digital edition, voiced by actors—not a computer program—model fluid reading and provide an example which students can emulate when making their own audio recordings.

#### SPEAKING AND LISTENING STANDARDS (CONT.)

#### PRESENTATION OF KNOWLEDGE AND IDEAS

**SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 language standards 1 and 3 here for specific expectations.)

- Printable worksheets call on students to answer questions in complete sentences, when appropriate, and to clarify their responses with details.

#### LANGUAGE STANDARDS

#### CONVENTIONS OF STANDARD ENGLISH

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Demonstrate legible printing skills.
- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., “The boy watched the movie; the little boy watched the movie; the action movie was watched by the little boy”).

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- TIME for Kids articles model standard English grammar and usage.

- Articles and Think questions serve as writing prompts, giving students opportunities to practice writing and printing skills.

- Reproducible worksheets require students to provide both short and long answers.

- Printable comprehension quizzes include a short-answer writing prompt.

- Test Prep with TFK, issued two times per school year, assesses students’ responses to short-answer writing prompts.

- TIME for Kids articles can be used as exemplar texts for proper capitalization, punctuation, and spelling.

- Printable quizzes call on students to respond to writing prompts.

- Test Prep with TFK, issued two times per school year, provides opportunities to assess students’ command of standard English capitalization, punctuation, and spelling when writing.

- Power Words in the student magazine and digital edition serve as reference material.

- Reproducible worksheets and You’ve Got Skills activities in the student magazine provide students with writing opportunities and teachers with a way to assess student work.

#### LANGUAGE STANDARDS (CONT.)

<b>KNOWLEDGE OF LANGUAGE</b>	<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids articles are models for how to clearly convey ideas in writing.</li> <li>• Read-aloud texts in the digital edition provide models of fluent oral delivery and inflection.</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><b>d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><b>e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <hr/> <p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <hr/> <p><b>L.3.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., “When other kids are happy, that makes me happy”).</p>	<ul style="list-style-type: none"> <li>• Vocabulary words are highlighted in the student magazine and digital edition and defined in Power Words boxes.</li> <li>• In the digital edition, Power Words include a photo and are read aloud and in a sentence to provide context.</li> <li>• Teacher’s Guide lessons encourage students to use context clues and other strategies to understand unfamiliar words.</li> <li>• Reproducible worksheets often include word study activities to develop student vocabulary.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Word and language study activities in the Teacher’s Guide provide opportunities to discuss word meaning and use.</li> <li>• Discussion questions in the Teacher’s Guide and Think! questions in the Student Magazine and Digital Edition encourage students to make real-world connections with words used in the magazine.</li> <li>• Printable comprehension quizzes include questions that test students’ understanding of language use and vocabulary.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• TIME for Kids articles and Teacher’s Guides encourage conversation and model words and phrases that students can incorporate into their vocabulary.</li> </ul>

TIME for Kids offers a rich selection of articles, multimedia, and teaching resources to help you meet Florida standards in English language arts.

Take a look at how TIME for Kids addresses these standards.

#### READING STANDARDS FOR INFORMATIONAL TEXT

READING STANDARDS FOR INFORMATIONAL TEXT	
KEY IDEAS AND DETAILS	<p><b>RI.1.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.1.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.1.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect.</p>
	<ul style="list-style-type: none"> <li>• Each issue of TIME for Kids comes with a Teacher's Guide, featuring lessons that ask students to dig deeper into a text's details. Teaching materials include text-dependent and inference questions that can be incorporated into classroom discussions. With top stories, we provide step-by-step close-reading support, with paragraph-specific questions and discussion prompts.</li> <li>• We provide Think questions for most TIME for Kids articles to focus student reading and classroom discussion around a text's central ideas. Teacher's Guide lessons guide students toward a fact-based summary of a story's main points.</li> <li>• Think questions and Teacher's Guides focus on how individuals, events, and ideas interact and develop over the course of an article. Graphic organizers support student comprehension and help readers analyze complex relationships within a text.</li> </ul>
CRAFT AND STRUCTURE	<p><b>RI.2.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.2.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.2.6</b> Distinguish their own point of view from that of the author of a text.</p>
	<ul style="list-style-type: none"> <li>• Within each article, academic and domain-specific words are highlighted and defined. Close-reading questions provided to teachers support students in determining the meaning of a word, while suggesting other contexts in which a word can be used.</li> <li>• TIME for Kids stories utilize different informational-text structures (chronology, comparison, cause-effect, problem-solution) to engage readers. Close-reading and discussion questions often ask readers to compare and contrast how particular events or ideas are presented in pairs of related texts.</li> <li>• In TIME for Kids, you will find opinion pieces on debatable issues, with kids from across the country weighing in. Accompanying stories provide context and background information so students can speak or write knowledgeably about a topic, analyze a writer's point of view, and critique the strength of supporting evidence.</li> </ul>
INTEGRATION OF KNOWLEDGE AND IDEAS	<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
	<ul style="list-style-type: none"> <li>• TIME for Kids videos, slide shows, and audio read-alouds of longer articles provide multiple opportunities for students to compare and contrast information from digital sources. With access to different representations of ideas and topics across several forms of multimedia, students can build content-area knowledge.</li> </ul>

To order TIME For Kids or for additional information:

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTEGRATION OF KNOWLEDGE AND IDEAS</p>	<p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause-effect, first-second-third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Teacher’s Guide questions and activities challenge students to identify and evaluate the evidence and reasoning a writer uses to support claims in an informational text. When they read debate stories, students are asked to determine whose point of view was the most persuasive, looking specifically at the points a writer makes in constructing an argument.</li> <li>• TIME for Kids often provides two or more articles on the same topic to deepen students’ knowledge about a topic. Use related TIME for Kids stories to spark students’ curiosity about a topic. Teacher’s Guide materials recommend writing prompts, research projects, and other learning extensions for students.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</p>	<p><b>RI.4.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids offers a diversity of informational texts, including stories that focus on history and social studies topics, science, and technical texts.</li> <li>• Feature stories are written at a grade-appropriate Lexile level.</li> <li>• The digital edition offers stories at multiple Lexile levels.</li> </ul>

#### READING STANDARDS: FOUNDATIONAL TEXT

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHONICS AND WORD RECOGNITION</p>	<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multisyllable words.</li> <li>Read appropriate irregularly spelled words.</li> </ol>	<ul style="list-style-type: none"> <li>• TIME for Kids feature stories are written at grade-appropriate Lexile level, using grade-appropriate words and sentence structure.</li> <li>• Lessons in the Teacher’s Guide often call on students to utilize their knowledge of prefixes and suffixes.</li> <li>• Select irregularly spelled words are featured as Power Words in the TIME for Kids student magazine, with their pronunciation and definition. In the digital edition, words and definitions are read aloud, and are accompanied by a photo in order to meet the needs of all learners.</li> <li>• Test Prep with TFK appears two times per school year, offering opportunities to assess word knowledge, vocabulary use, and reading comprehension.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FLUENCY</p>	<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol>	<ul style="list-style-type: none"> <li>• Cover stories in the student magazine are written at a grade-appropriate Lexile level; the digital edition provides an article at multiple Lexile levels in order to meet the needs of students reading at a lower Lexile level and differentiate instruction.</li> </ul>



#### FLUENCY

**c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Vocabulary words are defined in the student magazine and digital edition; context clues provide additional support.

- The digital edition includes audio read-alouds by voice actors—not a computer program—in order to model fluent and expressive reading.

#### WRITING STANDARDS

#### TEXT TYPES AND PURPOSES

**W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

- Teacher's Guides and reproducible worksheets provide writing prompts about the student magazine cover story, encouraging students to express their opinion on a topic and challenging them to support their thinking with reasons and evidence from the text.

- Debate features present students with background information about an issue of interest to third graders, alongside two opposing opinions from students their same age. The feature prompts students to weigh in and to support their opinion with reasons and evidence from the text as well as from supporting documents.

- The close-reading lesson in the Teacher's Guide includes writing activities that require students to refer back to the text and to do additional research, in order to produce their own work.

**W.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

- Test Prep with TFK is provided two times per school year. It includes extended-response questions that call on students to produce short informative texts based on information in a reading passage.

- Teacher's Guides include writing tasks that call on students to write informative/explanatory texts based on feature stories in the student magazine and/or digital edition.

- Reproducible worksheets provide opportunities for writing short-answer informative/explanatory texts.

**W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

- Teacher's Guides provide opportunities to write narratives related to stories in the student magazine and digital edition, using details from the text to support their writing.

#### WRITING STANDARDS (CONT.)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PRODUCTION AND DISTRIBUTION OF WRITING</p>	<p><b>W.2.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <hr/> <p><b>W.2.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <hr/> <p><b>W.2.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids Debate features guide students through the process of submitting their writing for consideration for possible publication.</li> <li>• Some reproducible worksheets, including graphic organizers, guide students through the process of how to share their work with a wider audience.</li> <li>• Reproducible worksheets in the Teacher’s Guides and online can be used as a foundation on which students can build a more expansive piece of writing.</li> <li>• Articles in the student magazine and digital edition can be used as touchstone texts to model fluent and effective writing.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <hr/> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<ul style="list-style-type: none"> <li>• Teacher’s Guide lessons prompt students to engage in short research projects based on topics featured in the student magazine.</li> <li>• Lessons and activities in the Teacher’s Guide encourage students to take notes on stories they read in the student magazine and digital edition and to supplement their research with additional print and digital sources.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RANGE OF WRITING</p>	<p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Think questions in the student magazine and digital edition, as well as writing prompts in the Teacher’s Guide and reproducible worksheets, encourage a range of writing.</li> </ul>

#### SPEAKING AND LISTENING STANDARDS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMPREHENSION AND COLLABORATION</p>	<p><b>SL.1.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>• Think questions in the student magazine and digital edition encourage one-on-one, small-group, and class discussions.</li> <li>• Teacher’s Guide lessons pose questions to expand opportunities for discussion and encourage critical thinking.</li> </ul>
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COMPREHENSION AND COLLABORATION

**a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**a.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**a.** Explain their own ideas and understanding in light of the discussion.

**SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

• Debate stories in the student magazine encourage lively discussion.

• Teacher’s Guide lessons encourage students to identify a story’s main idea, as well as the main idea of videos that appear in the digital edition.

• Weekly comprehension quizzes give students practice identifying main ideas.

• Think questions in the student magazine encourage discussion.

• Q&A articles model the types of questions to include in an interview.

PRESENTATION OF KNOWLEDGE AND IDEAS

**SL.2.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.2.5** Demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**SL.2.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 language standards 1 and 3 here for specific expectations.)

• Close-reading lessons in the Teacher’s Guide prompt students to dive deeper into topics and texts through research, and to present findings to the class.

• Audio read-alouds in the digital edition, voiced by actors—not a computer program—model fluid reading.

• Think questions, Teacher’s Guide lessons, and other prompts stimulate discussion.

#### LANGUAGE STANDARDS

#### CONVENTIONS OF STANDARD ENGLISH

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a.** Demonstrate beginning cursive writing skills.
- b.** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- c.** Form and use regular and irregular plural nouns.
- d.** Use abstract nouns (e.g., childhood).
- e.** Form and use regular and irregular verbs.
- f.** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- g.** Ensure subject-verb and pronoun-antecedent agreement.
- h.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- i.** Use coordinating and subordinating conjunctions.
- j.** Produce simple, compound, and complex sentences.

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.** Capitalize appropriate words in titles.
- b.** Use commas in addresses.
- c.** Use commas and quotation marks in dialogue.
- d.** Form and use possessives.
- e.** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f.** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g.** Consult reference materials, including beginning dictionaries, as needed, to check and correct spellings.

- Writing prompts in the Teacher's Guides and student magazine provide opportunities for students to demonstrate their understanding of grammar.

- Audio read-alouds and videos in the digital edition model standard English grammar and usage.

- Test Prep with TFK, issued two times per school year, assesses students' responses to short-answer writing prompts.

- Students can practice cursive in context as they respond to questions.

- The student magazine and digital edition can be used as exemplar texts for proper capitalization, punctuation, and spelling.

- Test Prep with TFK, issued two times per school year, provides opportunities to assess students' command of standard English capitalization, punctuation, and spelling when writing.

- Power Words in the student magazine and digital edition serve as reference material.

- Reproducible worksheets and You've Got Skills activities in the student magazine provide students with writing opportunities and teachers with a way to assess student work.

#### KNOWLEDGE OF LANGUAGE

**L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a.** Choose words and phrases for effect.
- b.** Recognize and observe differences between the conventions of spoken and written standard English.

- Articles in the student magazine and digital edition often include examples of figurative language, which can be used as a model for language instruction.

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**a.** Use sentence-level context as a clue to the meaning of a word or phrase.

**b.** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**b.** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**c.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., “After dinner that night, we went looking for them”).

- Vocabulary words are highlighted in the student magazine and digital edition and defined in Power Words boxes.

- In the digital edition, Power Words are read aloud and include a sentence and photo.

- Teacher’s Guide lessons encourage students to use context clues to understand unfamiliar words.

- Examples of figurative language are often called out in the Teacher’s Guide in order to enhance student understanding.

- Articles in the student magazine include both general academic and domain-specific words.

- Teacher’s Guide lessons often focus on such words and challenge students to define them and use them in their own work.

TIME for Kids offers a rich selection of articles, multimedia, and teaching resources to help you meet Florida standards in English language arts.

Take a look at how TIME for Kids addresses these standards.

#### ELA STANDARDS : READING STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS	<p><b>RI.1.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.1.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.1.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<ul style="list-style-type: none"> <li>• Each issue of TIME for Kids comes with a Teacher's Guide, featuring lessons that ask students to dig deeper into a text's details. Teaching materials include text-dependent and inference questions that can be incorporated into classroom discussions. With top stories, we provide step-by-step close-reading support, with paragraph-specific questions and discussion prompts.</li> <li>• We provide Think questions for most TIME for Kids articles to focus student reading and classroom discussion around a text's central ideas. Teacher's Guide lessons guide students toward a fact-based summary of a story's main points.</li> <li>• Think questions and Teacher's Guides focus on how individuals, events, and ideas interact and develop over the course of an article. Graphic organizers support student comprehension and help readers analyze complex relationships within a text.</li> </ul>
CRAFT AND STRUCTURE	<p><b>RI.2.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.2.5</b> Describe the overall structure (e.g., chronology, comparison, cause-effect, problem-solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.2.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<ul style="list-style-type: none"> <li>• Within each article, academic and domain-specific words are highlighted and defined. Close-reading questions provided to teachers support students in determining the meaning of a word, while suggesting other contexts in which a word can be used.</li> <li>• TIME for Kids stories utilize different informational-text structures (chronology, comparison, cause-effect, problem-solution) to engage readers. Close-reading and discussion questions often ask readers to compare and contrast how particular events or ideas are presented in pairs of related texts.</li> <li>• In TIME for Kids, you will find opinion pieces on debatable issues, with kids from across the country weighing in. Accompanying stories provide context and background information so that students can speak or write knowledgeably about a topic, analyze a writer's point of view, and critique the strength of supporting evidence.</li> </ul>
INTEGRATION OF KNOWLEDGE AND IDEAS	<p><b>RI.3.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids videos, slide shows, and audio read-alouds of longer articles provide multiple opportunities for students to compare and contrast information from digital sources. With access to different representations of ideas and topics across several forms of multimedia, students can build content-area knowledge.</li> </ul>

To order TIME For Kids or for additional information:

**Visit:** timeforkids.com / **Call:** 1-800-777-8600 / **Email:** timeforkids@customersvc.com / **Mail:** TIME For Kids, P.O. Box 62200, Tampa, FL 33662-2200

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTEGRATION OF KNOWLEDGE AND IDEAS</p>	<p><b>RI.3.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.3.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>• Teacher’s Guide questions and activities challenge students to identify and evaluate the evidence and reasoning a writer uses to support claims in an informational text. When they read debate stories, students are asked to determine whose point of view was the most persuasive, looking specifically at the points a writer makes in constructing an argument.</li> <li>• TIME for Kids often provides two or more articles on the same topic to deepen students’ knowledge about a topic. Use related TIME for Kids stories to spark students’ curiosity about a topic. Teacher’s Guide materials recommend writing prompts, research projects, and other learning extensions for students.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</p>	<p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids offers a diversity of informational texts, including stories that focus on history and social studies topics, science, and technical texts.</li> <li>• Feature stories are written at a grade-appropriate Lexile level.</li> <li>• The digital edition offers stories at multiple Lexile levels.</li> </ul>

### READING STANDARDS FOR FOUNDATIONAL TEXT

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHONICS AND WORD RECOGNITION</p>	<p><b>RF.3.3</b> Know and apply on-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids feature stories are written at grade-appropriate Lexile level, using grade-appropriate words and sentence structure.</li> <li>• Lessons in the Teacher’s Guide often call on students to utilize their knowledge of roots and affixes to decode unfamiliar words.</li> <li>• Select irregularly spelled words are featured as Power Words in the TIME for Kids student magazine, with their pronunciation and definition. In the digital edition, words and definitions are read aloud, and are accompanied by a photo in order to meet the needs of all learners.</li> <li>• Test Prep with TFK appears two times per school year, offering opportunities to assess word knowledge, vocabulary use, and reading comprehension.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FLUENCY</p>	<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read on-level text with purpose and understanding.</p> <p><b>b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> <li>• Cover stories in the student magazine are written at a grade-appropriate Lexile level.</li> <li>• The digital edition provides an alternative-reading-level article in order to meet the needs of students reading at a lower Lexile level and differentiate instruction.</li> </ul>

#### FLUENCY

**c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Vocabulary words are defined in the student magazine and digital edition; context clues provide additional support.

- The digital edition includes audio read-alouds by voice actors—not a computer program—in order to model fluent and expressive reading.

#### WRITING STANDARDS

#### TEXT TYPES AND PURPOSES

**W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b.** Provide reasons that are supported by facts and details.
- c.** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d.** Provide a concluding statement or section related to the opinion presented.

- Teacher’s Guides and reproducible worksheets provide writing prompts about the student magazine cover story, encouraging students to express their opinion on a topic and challenging them to support their thinking with reasons and information from the text.

- Debate features present students with background information about an issue of interest to fourth graders, alongside two opposing opinions from students their age. The feature prompts students to weigh in and to support their opinion with reasons, facts, and details from the text as well as from supporting documents.

- The close-reading lesson in the Teacher’s Guide includes writing activities that require students to refer back to the text and to do additional research, in order to produce their own work.

**W.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c.** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.** Provide a concluding statement or section related to the information or explanation presented.

- Weekly printable quizzes include a short-answer question that calls on students to incorporate facts and details from the reading to support their thinking.

- Test Prep with TFK is provided two times per school year. It includes extended-response questions that call on students to produce short informative texts based on information in a reading passage.

- Teacher’s Guides include writing tasks that call on students to write informative/explanatory texts based on feature stories in the student magazine and/or digital edition.

- Reproducible worksheets provide opportunities for writing short-answer informative/explanatory texts.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXT TYPES AND PURPOSES</p>	<p><b>W.1.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>c.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>• Teacher’s Guides provide opportunities for students to write narratives related to stories in the student magazine and digital edition, using details from the text to support their writing.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PRODUCTION AND DISTRIBUTION OF WRITING</p>	<p><b>W.2.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <hr/> <p><b>W.2.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 4.)</p> <hr/> <p><b>W.2.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ul style="list-style-type: none"> <li>• Some reproducible worksheets, including graphic organizers, guide students through the process of sharing their work with a wider audience. For example, a worksheet might include guidance on how to format a letter or email.</li> <li>• Reproducible worksheets in the Teacher’s Guides and online can be used as a foundation on which students can build a more expansive piece of writing.</li> <li>• Articles in the student magazine and digital edition can be used as touchstone texts to model fluent and effective writing.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	<p><b>W.3.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <hr/> <p><b>W.3.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<ul style="list-style-type: none"> <li>• Teacher’s Guide lessons prompt students to engage in short research projects based on topics featured in the student magazine.</li> <li>• Lessons and activities in the Teacher’s Guide encourage students to take notes on stories they read in the student magazine and digital edition, and to supplement their research with additional print and digital sources.</li> </ul>

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	<p><b>W.3.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).</p> <p><b>b.</b> Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	
RANGE OF WRITING	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Think questions in the student magazine and digital edition, as well as writing prompts in the Teacher’s Guide and reproducible worksheets, encourage a range of writing.</li> </ul>

### SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION	<p><b>SL.1.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>c.</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><b>d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <hr/> <p><b>SL.1.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <hr/> <p><b>SL.1.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> <li>• Think questions in the student magazine and digital editions encourage one-on-one, small-group, and class discussions.</li> <li>• Teacher’s Guide lessons pose questions to expand opportunities for discussion and encourage critical thinking.</li> <li>• Debate stories in the student magazine encourage lively discussion.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Teacher’s Guide lessons encourage students to identify a story’s main idea, as well as the main idea of videos that appear in the digital edition.</li> <li>• Weekly comprehension quizzes give students practice identifying main ideas.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Think questions in the student magazine encourage discussion.</li> <li>• Q&amp;A articles model the types of questions to include in an interview.</li> </ul>
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**SL.2.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL.2.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**SL.2.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 language standard 1 for specific expectations.)

- Close-reading lessons in the Teacher’s Guide prompt students to dive deeper into topics and texts through research and to present findings to the class.

- Audio read-alouds in the digital edition, voiced by actors—not a computer program—model fluid reading and model for students how to make their own audio recordings.

- Articles in the student magazine, and prompts in the Teacher’s Guide lessons, stimulate formal and informal discussions.

### LANGUAGE STANDARDS

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Demonstrate legible cursive writing skills.
- b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- e. Order adjectives within sentences according to conventional patterns (e.g., “a small red bag rather than a red small bag”).
- f. Form and use prepositional phrases.
- g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- h. Correctly use frequently confused words (e.g., to, too, two; there, their).

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use commas before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

- Articles in the student magazine and digital edition provide opportunities for students to demonstrate their understanding of standard grammar in both writing and speaking.

- Audio read-alouds and videos in the digital edition model standard English grammar and usage.

- Test Prep with TFK, issued two times per school year, assesses students’ responses to short-answer writing prompts.

- The student magazine and digital editions can be used as exemplar texts for proper capitalization, punctuation, and spelling.

- Weekly printable quizzes call on students to respond to writing prompts.

- Test Prep with TFK, issued two times per school year, provides opportunities to assess students’ command of standard English capitalization, punctuation, and spelling when writing.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONVENTIONS OF STANDARD ENGLISH</p>		<ul style="list-style-type: none"> <li>• Power Words in the student magazine and digital edition serve as reference material.</li> <li>• Reproducible worksheets and Skill Set activities in the student magazine provide students with writing opportunities and teachers with a way to assess student work.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KNOWLEDGE OF LANGUAGE</p>	<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>	<ul style="list-style-type: none"> <li>• Articles in the student magazine and digital edition can be used as models of how to convey ideas clearly in writing and speaking.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">VOCABULARY ACQUISITION AND USE</p>	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p><b>L.3.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., “as pretty as a picture”) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> <p><b>6. L.3.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<ul style="list-style-type: none"> <li>• Vocabulary words are highlighted in the student magazine and digital edition and defined in Power Words boxes.</li> <li>• In the digital edition, Power Words include a photo and are read aloud and in a sentence to provide context.</li> <li>• Teacher’s Guide lessons encourage students to use context clues and other strategies to understand unfamiliar words.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Examples of figurative language and common idioms are included in the student magazine and digital edition.</li> <li>• Teacher’s Guide lessons are designed to enhance student understanding of figurative language and word relationships.</li> <li>• Weekly print and digital quizzes include questions that test students’ understanding of language use and vocabulary.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Articles in the student magazine include both general academic and domain-specific words.</li> <li>• Teacher’s Guide lessons often focus on such words and challenge students to define them and use them in their own work.</li> </ul>

TIME for Kids offers a rich selection of articles, multimedia, and teaching resources to help you meet Florida standards in English language arts. Take a look at how TIME for Kids addresses these standards.

#### READING STANDARDS FOR INFORMATIONAL TEXT

#### KEY IDEAS AND DETAILS

**RI.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.1.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.1.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- Each issue of TIME for Kids comes with a Teacher’s Guide, featuring lessons that develop students’ nonfiction reading skills.

- Teaching materials include literal and inference questions that ask students to dig deeper into a text’s details. Students are challenged to identify evidence, including exact quotes, to support their understanding and analysis.

- With top stories, we provide step-by-step close-reading support, with paragraph-specific questions and discussion prompts. The digital edition includes additional Common Core–aligned lessons that challenge students to analyze texts with discussion and writing prompts.

- Most TIME for Kids articles include Think questions to focus student reading and classroom discussion around a text’s central ideas. Teacher’s Guide lessons guide students toward identifying the main ideas and supporting details in a text.

- Think questions and Teacher’s Guides focus on how individuals, events, and ideas interact and develop over the course of an article. Graphic organizers support student comprehension and help readers analyze complex relationships within a text.

#### CRAFT AND STRUCTURE

**RI.2.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.2.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause-effect, problem-solution) of events, ideas, concepts, or information in two or more texts.

**RI.2.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- Within each article, academic and domain-specific words are highlighted and defined. Close-reading questions provided to teachers help support students in using context clues to determine the meaning of a word.

- TIME for Kids stories utilize different informational-text structures (chronology, comparison, cause-effect, problem-solution) to engage readers. Close-reading and discussion questions often ask readers to compare and contrast how particular events or ideas are presented in related texts.

- In TIME for Kids, you will find opinion pieces on debatable issues, with kids from across the country weighing in. Accompanying stories provide context and background information so that students can speak or write knowledgeably about a topic, analyze a writer’s point of view, and critique the strength of supporting evidence.

<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p>	<p><b>RI.3.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.3.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.3.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids videos, slide shows, and audio read-alouds of longer articles provide multiple opportunities for students to compare and contrast information from digital sources. With access to different representations of ideas and topics across several forms of multimedia, students can build content-area knowledge.</li> <li>• Teacher’s Guide questions and activities challenge students to identify and evaluate the evidence and reasoning a writer uses to support claims in an informational text. When they read debate stories, students are asked to determine whose point of view was the most persuasive, looking specifically at the points a writer makes in constructing an argument.</li> <li>• TIME for Kids often provides two or more articles on the same topic to deepen students’ knowledge about a subject. Related TIME for Kids stories can be used to spark students’ curiosity about a topic and provide opportunities for them to integrate and synthesize information from multiple sources. Teacher’s Guide materials recommend writing prompts, research projects, and other learning extensions for students.</li> </ul>
<p>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</p>	<p><b>RI.4.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids offers a diversity of informational texts, including stories that focus on history and social studies topics, science, and technical texts.</li> <li>• Feature stories are written at a grade-appropriate Lexile level, using grade-appropriate words and sentence structure.</li> <li>• The digital edition offers feature stories at two Lexile levels to meet the needs of diverse learners.</li> </ul>

#### READING STANDARDS FOR FOUNDATIONAL TEXT

<p>PHONICS AND WORD RECOGNITION</p>	<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> <li>• TIME for Kids stories are written at grade-appropriate Lexile level.</li> <li>• Lessons in the Teacher’s Guide often call on students to utilize their knowledge of prefixes and suffixes.</li> <li>• Select irregularly spelled words are featured as Power Words in the TIME for Kids student magazine, with their pronunciation and definition. In the digital edition, words and definitions are read aloud and are accompanied by a photo in order to meet the needs of all learners.</li> <li>• Test Prep with TFK appears two times per school year, offering opportunities for teachers to assess word knowledge, vocabulary use, and reading comprehension.</li> </ul>
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To order TIME FOR KIDS or for additional information:

Visit: [timeforkids.com](http://timeforkids.com) / Call: 1-800-777-8600 / Email: [timeforkids@customersvc.com](mailto:timeforkids@customersvc.com) / Mail: TIME FOR KIDS, P.O. Box 62200, Tampa, FL 33662-2200  
timeforkids.com

#### FLUENCY

**RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- a.** Read on-level text with purpose and understanding.
- b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Cover stories in the student magazine are written at a grade-appropriate Lexile level; the digital edition provides alternative-reading-level articles in order to meet the needs of students reading at a lower Lexile level and differentiate instruction.

- Vocabulary words are defined in the student magazine and digital edition; context clues provide additional support.

- The digital edition includes audio read-alouds by voice actors—not a computer program—in order to model fluent and expressive reading.

#### WRITING STANDARDS

#### TEXT TYPES AND PURPOSES

**W.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b.** Provide logically ordered reasons that are supported by facts and details.
- c.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d.** Provide a concluding statement or section related to the opinion presented.

- Teacher's Guides and reproducible worksheets provide writing prompts about the student magazine cover story.

- Prompts encourage students to express their opinion on a topic and challenge them to support their thinking with reasons and evidence from the text. Students are asked to use a clear organizational structure and transitions in their responses.

- Debate features present students with background information about an issue of interest to fifth graders, alongside two opposing opinions from students their age. Students are encouraged to use the features as mentor texts when crafting their own opinion pieces.

- Close-reading lessons include writing activities that require students to refer back to the text and do additional research, in order to produce their own work.

- Writing prompts ask students to take a stance and support their opinion with reasons and evidence from the text, as well as from supporting documents.

**W.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- e.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- f.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- g.** Link ideas within and across categories of information using words, phrases, and clauses

- Test Prep with TFK is provided two times per school year. It includes extended-response questions that call on students to produce short informative texts based on information in a reading passage.

- Teacher's Guides include writing tasks that call on students to write informative/explanatory texts based on feature stories in the student magazine and/or digital edition.

- Students are encouraged to use a clear organizational structure in their responses, including a topic sentence, supporting details, and transitions, as well as domain-

(e.g., in contrast, especially).

**h.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**i.** Provide a concluding statement or section related to the information or explanation presented.

**W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**j.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**k.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**l.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**m.** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**n.** Provide a conclusion that follows from the narrated experiences or events.

specific vocabulary.

- Articles in the student magazine and digital edition can be used as touchstone texts that demonstrate various organizational structures, including compare-contrast and cause-effect.

- Reproducible worksheets provide opportunities for writing short-answer informative/explanatory texts.

- Teacher's Guides provide opportunities to write narratives related to stories in the student magazine and digital edition, using details from the text to support their writing.

- When writing narratives, students are encouraged to develop an event sequence and a set of characters. They are also asked to integrate narrative techniques and sensory details to enliven their writing.

**W.2.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.2.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5 here.)

- Teacher's Guides include writing tasks that call on students to write for a particular purpose and audience. Students are challenged to follow the conventions of a specific genre, including persuasive, informative, and narrative writing.

- TIME for Kids Debate features guide students through the process of submitting their writing for consideration for possible publication.

- Teacher's Guide lessons and reproducible worksheets guide students through the writing process, including planning, drafting, revising, and publishing.

- Articles in the student magazine and digital edition can be used as touchstone texts that demonstrate fluent and effective writing. These pieces can be used as models throughout the writing process.



<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	<p><b>W.2.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<ul style="list-style-type: none"> <li>• Some reproducible worksheets, including graphic organizers, guide students through the process of how to share their work with a wider audience.</li> <li>• TFK’s Homework Helper, available online, provides an interactive format to guide students through the writing process.</li> </ul>
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	<p><b>W.3.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <hr/> <p><b>W.3.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <hr/> <p><b>W.3.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><b>b.</b> Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<ul style="list-style-type: none"> <li>• Teacher’s Guide lessons prompt students to engage in short research projects based on topics featured in the student magazine and digital edition.</li> <li>• Lessons and activities in the Teacher’s Guide encourage students to take notes on stories they read in the student magazine and digital edition, and to supplement their research with additional print and digital sources. Students are challenged to summarize and synthesize the information they gather and provide a list of sources.</li> <li>• Teacher’s Guide lessons and activities ask students to analyze character traits of individuals profiled in articles published in the student magazine and digital edition. Students are called on to identify the character traits and explain how the author uses evidence to support each trait. They are also challenged to compare two or more individuals in a particular story or across two stories.</li> </ul>
<b>RANGE OF WRITING</b>	<p><b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>• Think questions in the student magazine and digital edition, as well as writing prompts in the Teacher’s Guide and reproducible worksheets, encourage writing for a wide range of genres, purposes, and audiences.</li> </ul>
<b>SPEAKING AND LISTENING STANDARDS</b>		
<b>COMPREHENSION AND COLLABORATION</b>	<p><b>SL.1.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information</p>	<ul style="list-style-type: none"> <li>• Think questions in the student magazine and digital editions encourage one-on-one, small-group, and class discussions.</li> <li>• Teacher’s Guide lessons pose questions to expand opportunities for discussion and encourage critical thinking. Students are asked to reflect on their peers’ ideas and the evidence presented during discussions in</li> </ul>

known about the topic to explore ideas under discussion.

**b.** Follow agreed-upon rules for discussions and carry out assigned roles.

**c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**d.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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**SL.1.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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**SL.1.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

order to foster critical thinking and supportive learning environments.

- Students are encouraged to prepare for discussions by gathering relevant details from stories published in the student magazine and digital edition, as well as their own research. Some activities include guidelines to foster lively and respectful discourse about controversial topics.

- Debate stories in the student magazine encourage lively discussion and academic discourse on topics appropriate for fifth-grade students.

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- Teacher's Guide lessons encourage students to provide a summary of written stories, which often include information presented in diverse formats.

- Students are often asked to summarize, as well as identify the main idea and supporting details, of information presented in videos that appear in the digital edition.

- Weekly comprehension quizzes give students practice identifying main ideas.

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- Think questions and lessons in the student magazine and digital e-edition encourage discussion. Students are asked to cite reasons and evidence from the text when participating in a range of conversations.

**SL.2.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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**SL.2.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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**SL.2.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 language standards 1 and 3 here for specific expectations.)

- Lessons in the Teacher's Guide and digital edition prompt students to dive deeper into topics and texts through research. Students are then asked to present findings to the class.

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- Audio read-alouds in the digital edition, voiced by actors—not a computer program—model fluid reading.

- Some lessons and activities call upon students to display their knowledge through visual and multimedia components.

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- Think questions, Teacher's Guide lessons, and other prompts stimulate discussion. Students are asked to follow particular guidelines, including using academic English and domain-specific vocabulary.

#### LANGUAGE STANDARDS

<b>CONVENTIONS OF STANDARD ENGLISH</b>	<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <hr/> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Writing prompts in the Teacher’s Guides and student magazine provide opportunities for students to demonstrate their understanding of grammar.</li> <li>• Audio read-alouds and videos in the digital edition model standard English grammar and usage.</li> <li>• Test Prep with TFK, issued two times per school year, assesses students’ responses to short-answer writing prompts.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• The student magazine and digital edition can be used as exemplar texts for proper capitalization, punctuation, and spelling.</li> <li>• Test Prep with TFK, issued two times per school year, provides opportunities for teachers to assess students’ command of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Power Words in the student magazine and digital edition serve as reference material.</li> <li>• Reproducible worksheets and Skill Set activities in the student magazine provide students with writing opportunities and teachers with a way to assess student work.</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li><b>a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li><b>b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	<ul style="list-style-type: none"> <li>• The student magazine and digital editions can be used as exemplar texts to model various sentence lengths and styles.</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li><b>c.</b> Use context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li><b>d.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)</li> <li><b>e.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary words are highlighted in the student magazine and digital edition and defined in Power Words boxes.</li> <li>• In the digital edition, Power Words are read aloud and include a sentence and photo.</li> <li>• Teacher’s Guide lessons encourage students to use context clues, as well as common affixes and roots, to understand unfamiliar words.</li> </ul>

**L.3.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**f.** Interpret figurative language, including similes and metaphors, in context.

**g.** Recognize and explain the meaning of common idioms, adages, and proverbs.

**h.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.3.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

- Articles in the student magazine and digital edition often include examples of figurative language and common idioms, which can be used as a model for language instruction.

- Teacher's Guide lessons are designed to enhance student understanding of figurative language and word relationships.

- Weekly print and digital quizzes include questions that test students' understanding of language use and vocabulary.

- Articles in the student magazine include both general academic and domain-specific words.

- Teacher's Guide lessons often focus on such words and challenge students to define them and use them in their own work.

TIME for Kids offers a rich selection of articles, multimedia, and teaching resources to help you meet Florida standards in English language arts.

Take a look at how TIME for Kids addresses these standards.

#### READING STANDARDS FOR INFORMATIONAL TEXT

##### KEY IDEAS AND DETAILS

**RI.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.1.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI.1.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

- Each issue of TIME for Kids comes with a Teacher’s Guide, featuring lessons that develop students’ nonfiction reading skills. Teaching materials include literal and inference questions that ask students to dig deeper into a text’s details. Students are challenged to identify evidence, including exact quotes, to support their understanding and analysis.

- With top stories, we provide step-by-step close-reading support, with paragraph-specific questions and discussion prompts. The digital edition includes additional Common Core–aligned lessons that challenge students to analyze texts with discussion and writing prompts.

- Most TIME for Kids articles include Think questions to focus student reading and classroom discussion around a text’s central ideas. Teacher’s Guide lessons guide students toward identifying the main ideas and supporting details in a text.

- Think questions and Teacher’s Guides focus on how individuals, events, and ideas interact and develop over the course of an article. Graphic organizers support student comprehension and help readers analyze complex relationships within a text.

##### CRAFT AND STRUCTURE

**RI.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RI.2.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**RI.2.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

- Within each article, academic and domain-specific words are highlighted and defined. Close-reading questions provided to teachers support students in using context clues to determine the meaning of a word.

- TIME for Kids stories utilize different informational-text structures (chronology, comparison, cause-effect, problem-solution) to engage readers. Close-reading and discussion questions often ask readers to compare and contrast how particular events or ideas are presented in related texts.

- In TIME for Kids, you will find opinion pieces on debatable issues, with kids from across the country weighing in. Accompanying stories provide context and background information so that students can speak or write knowledgeably about a topic, analyze a writer’s point of view, and critique the strength of supporting evidence.

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<p><b>RI.3.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>RI.3.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>RI.3.9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<ul style="list-style-type: none"> <li>• TIME for Kids videos, slide shows, and audio read-alouds provide multiple opportunities for students to compare and contrast information from digital sources. With access to different representations of ideas and topics across several forms of multimedia, students can build content-area knowledge.</li> <li>• Teacher’s Guide questions and activities challenge students to identify and evaluate the evidence and reasoning a writer uses to support claims in an informational text. When they read debate stories, students are asked to determine whose point of view was the most persuasive, looking specifically at the points a writer makes in constructing an argument.</li> <li>• TIME for Kids often provides two or more articles on the same topic to deepen students’ knowledge about a subject. Use related TIME for Kids stories to spark students’ curiosity about a topic and provide opportunities for students to integrate and synthesize information from multiple sources. Teacher’s Guide materials recommend writing prompts, research projects, and other learning extensions for students.</li> </ul>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	<p><b>RI.4.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>• Stories are written at a grade-appropriate Lexile level, using grade-appropriate words and sentence structure.</li> <li>• The digital edition offers stories at multiple Lexile levels to meet the needs of diverse learners.</li> </ul>

### WRITING STANDARDS

<b>TEXT TYPES AND PURPOSES</b>	<p><b>W.1.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li><b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly.</li> <li><b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li><b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li><b>d.</b> Establish and maintain a formal style.</li> <li><b>e.</b> Provide a concluding statement or section that follows from the argument presented.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher’s Guides and reproducible worksheets provide writing prompts about the student magazine cover story.</li> <li>• Prompts encourage students to develop arguments on a topic and challenge them to support their thinking with relevant reasons and evidence from the text. Students are asked to use a clear organizational structure, use transitions to demonstrate clear relationships between claims and reasons, and use a formal, academic style.</li> <li>• Debate features present students with background information about an issue of interest to sixth graders, alongside two opposing opinions from students their age. Students are encouraged to use the features as mentor texts when crafting their own opinion pieces.</li> <li>• Close-reading lessons include writing activities that require students to refer back to the text and do</li> </ul>
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**W.1.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**f.** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison-contrast, and cause-effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**g.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**h.** Use appropriate transitions to clarify the relationships among ideas and concepts.

**i.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**j.** Establish and maintain a formal style.

**k.** Provide a concluding statement or section that follows from the information or explanation presented.

**W.1.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**l.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**m.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**n.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**o.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**p.** Provide a conclusion that follows from the narrated experiences or events.

additional research, using credible sources, in order to produce their own work.

- Writing prompts ask students to take a stance and support their opinion with reasons and evidence from the text, as well as from supporting documents.

- Test Prep with TFK is provided two times per school year. It includes extended-response questions that call on students to produce short informative texts based on information in a reading passage.

- Teacher’s Guides include writing tasks that call on students to write informative/explanatory texts based on stories in the student magazine and/or digital edition.

- Students are encouraged to use a clear organizational structure in their responses, including a topic sentence, supporting details, and transitions, as well as domain-specific vocabulary.

- Articles in the student magazine and digital edition can be used as touchstone texts that demonstrate various organizational structures, including compare-contrast and cause-effect.

- Reproducible worksheets provide opportunities for writing short-answer informative/explanatory texts.

- Teacher’s Guides provide opportunities to write narratives related to stories in the student magazine and digital edition, using details from the text to support their writing.

- When writing narratives, students are encouraged to develop well-structured event sequences and believable characters. They are also asked to integrate narrative techniques and sensory details to enliven their writing.

**W.2.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.2.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.2.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

- Teacher’s Guides include writing tasks that call on students to write for a particular purpose and audience. Students are challenged to follow the conventions of a specific genre, including persuasive, informative, and narrative writing.

- TIME for Kids Debate features guide students through the process of submitting their writing for consideration for possible publication.

- Teacher’s Guides lessons and reproducible worksheets guide students through the writing process, including planning, drafting, revising, and publishing.

- Articles in the student magazine and digital edition can be used as touchstone texts that demonstrate fluent and effective writing. These pieces can be used as models throughout the writing process.

- Some reproducible worksheets, including graphic organizers, guide students through the process of how to share their work with a wider audience.

**W.3.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.3.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**W.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**q.** Apply grade 6 reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

**r.** Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

- Teacher’s Guide lessons prompt students to engage in short research projects based on topics featured in the student magazine and digital edition.

- Lessons and activities in the Teacher’s Guide encourage students to take notes on stories they read in the student magazine and digital edition, and to supplement their research with additional print and digital sources.

- Students are challenged to conduct research using credible sources. They are asked to summarize and synthesize the information they gather and provide a list of sources.

- Teacher’s Guide lessons and activities ask students to analyze character traits of individuals profiled in articles published in the student magazine and digital edition.

- Students are called on to identify the character traits and explain how the author uses evidence to support each trait. They are also challenged to compare two or more individuals in a particular story or across two stories.



**W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Think questions in the student magazine and digital edition, as well as writing prompts in the Teacher's Guide and reproducible worksheets, encourage writing for a wide range of genres, purposes, and audiences.

### SPEAKING AND LISTENING STANDARDS

**SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**c.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**d.** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.1.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.1.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- Think questions in the student magazine and digital editions encourage one-on-one, small-group, and class discussions.

- Teacher's Guide lessons pose questions to expand opportunities for discussion and encourage critical thinking. Students are asked to reflect on their peers' ideas and the evidence presented during discussions in order to foster critical thinking and supportive learning environments.

- Students are encouraged to prepare for discussions by gathering relevant details from stories published in the student magazine and digital edition, as well as posing open-ended questions. Some activities include guidelines to foster lively and respectful discourse about controversial topics.

- Debate stories in the student magazine encourage lively discussion and academic discourse on topics appropriate for sixth-grade students.

- Teacher's Guide lessons reinforce comprehension and encourage students to analyze information in articles, charts, photos, and videos published in the student magazine and digital edition.

- Students are often asked to summarize, as well as identify the main idea and supporting details of, information presented in videos that appear in the digital edition.

- Debate features present students with background information about an issue of interest to sixth graders. Students can use the features to prepare for debate or discussion in a range of formats. Listeners can assess speakers' argument, as well as their use of evidence to support claims.

- Think questions and lessons in the student magazine and digital edition encourage discussion. Students are asked to cite reasons and evidence from the text when participating in a range of conversations.

**SL.2.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.2.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 language standards 1 and 3 for specific expectations.)

- Lessons in the Teacher’s Guide and digital edition prompt students to dive deeper into topics and texts through research. Students are then asked to present findings to the class, maintaining appropriate eye contact and volume level.

- Prompts can be used to encourage students to dig deeper into topics covered in the student magazine and digital edition. Students can display their knowledge through visual and multimedia components.

- Audio read-alouds in the digital edition, voiced by actors—not a computer program—model fluid reading.

- Think questions, Teacher’s Guide lessons, and other prompts stimulate discussion. Students are asked to follow particular guidelines, including using academic English and domain-specific vocabulary.

### LANGUAGE STANDARDS

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**a.** Ensure that pronouns are in the proper case (subjective, objective, possessive).

**b.** Use intensive pronouns (e.g., myself, ourselves).

**c.** Recognize and correct inappropriate shifts in pronoun number and person.

**d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**e.** Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**f.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**g.** Spell correctly.

- Writing prompts in the Teacher’s Guide and student magazine provide opportunities for students to demonstrate their understanding of grammar.

- Audio read-alouds and videos in the digital edition model standard English grammar and usage.

- Test Prep with TFK, issued two times per school year, assesses students’ responses to short-answer writing prompts.

- The student magazine and digital edition can be used as exemplar texts for proper capitalization, punctuation, and spelling.

- Test Prep with TFK, issued two times per school year, provides opportunities to assess students’ command of standard English capitalization, punctuation, and spelling when writing.

- Power Words in the student magazine and digital edition serve as reference material.

- Reproducible worksheets and Skill Set activities in the student magazine provide students with writing opportunities and teachers with a way to assess student work.

<b>KNOWLEDGE OF LANGUAGE</b>	<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>h.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>i.</b> Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>• The student magazine and digital editions can be used as exemplar texts to model various sentence lengths and styles.</li> </ul>
<b>VOCABULARY ACQUISITION AND USE</b>	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>j.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>k.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>l.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>m.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <hr/> <p><b>L.3.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>n.</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>o.</b> Use the relationship between particular words (e.g., cause-effect, part-whole, item-category) to better understand each of the words.</p> <p><b>p.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <hr/> <p><b>L.3.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Vocabulary words are highlighted in the student magazine and digital editions and defined in Power Words boxes.</li> <li>• In the digital editions, Power Words are read aloud and include a sentence and photo.</li> <li>• Teacher's Guide lessons encourage students to use context clues, as well as common Greek and Latin affixes and roots, to understand unfamiliar words.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Articles in the student magazine and digital edition often include examples of figurative language and common idioms, which can be used as a model for language instruction.</li> <li>• Teacher's Guide lessons are designed to enhance student understanding of figurative language and word relationships.</li> <li>• Weekly print and digital quizzes include questions that test students' understanding of language use and vocabulary, including differentiating between connotations and denotations.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Articles in the student magazine include both general academic and domain-specific words.</li> <li>• Teacher's Guide lessons often focus on such words and challenge students to define them and use them in their own work.</li> </ul>