

What is Kid Scoop News?

Dear *Kid Scoop News* Teacher,

For over twenty-five years, Texas educators have relied on the Texas Essential Knowledge and Skills (TEKS) to guide high-quality literacy instruction in classrooms. By aligning daily instruction with clearly articulated TEKS expectations, teachers help students develop the literacy skills needed for college readiness and success in 21st-century careers — no matter where they attend school in Texas!

[Research](#) demonstrates that when children become proficient readers in their early years, they are more likely to remain better readers throughout their school years. With the TEKS English Language Arts and Reading standards, all students must be able to master texts of increasing depth and complexity so that by the end of high school, graduates can understand the complexity of texts and language found in today’s colleges and careers. To ensure that all learners reach this destination, the TEKS emphasize the early development of communication, decoding, and spelling skills upon which reading success is built. In the primary grades, this focus includes developing and sustaining **foundational language skills** — listening, speaking, reading, writing, and thinking to communicate, decode, and spell through:

- Phonological Awareness
- Print Concepts
- Phonics
- Morphology

Kid Scoop News helps Texas educators **develop foundational literacy skills** through engaging, hands-on instruction. This **dynamic, consumable monthly publication** features high-interest informational texts enhanced with colorful illustrations, charts, diagrams, and interactive activities that motivate young learners. Thematic topics span a wide range of interests and content areas. Extension activities connect students to additional informational resources — such as newspapers — to reinforce and deepen expository reading skills. By working with authentic texts, students “learn to read” as they “read to learn,” practicing essential literacy skills in meaningful, real-world contexts.



The Kid Scoop News® Teacher Guide

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Kid Scoop News Supports TEKS Foundational Skills

Kid Scoop News supports foundational language skills central to reading achievement by integrating them into thematic units of informational text.

1. Phonological awareness is the ability to hear, identify, and use individual sounds — *phonemes* — in **spoken** words. Phonological awareness improves children’s word recognition. *Kid Scoop News* develops phonological awareness in activities such as:

- segmenting syllables
- recognizing and producing rhyming words
- recognizing alliteration or groups of words that begin with the same sound

Teachers use *Kid Scoop News* to introduce individual letters and their corresponding sounds or as a resource for creating word games inspired by the monthly theme. Students can explore words within each issue to identify sound patterns or sort words into categories based on shared sounds. Because *Kid Scoop News* is a consumable resource, there is no need to prepare additional copies; each issue can be cut apart or written on, making it an ideal tool for hands-on, interactive instruction.

2. Print concepts are a child’s foundational understanding of **how written language works**, including that print carries meaning, how to handle books, text direction, and that words are made of letters with spaces in between, all crucial steps before decoding words. Using *Kid Scoop News*, teachers model print concepts while students practice through engaging activities! Students locate letters, words, or sentences based on oral or written directions, alphabetize words to reinforce letter patterns and sequence, or compose sentences that demonstrate directionality. By connecting practice to authentic text, students build their understanding of how print works while strengthening essential early literacy skills.

3. Phonics helps children understand the relationships between the letters of written language and the sounds of spoken language. A strong foundation in phonics supports the alphabetic principle—the predictable connections between written letters and spoken sounds. *Kid Scoop News* invites children to apply their understanding of letters and sounds by reading words, sentences, and short passages. Teachers use *Kid Scoop News* stories to practice decoding skills or phonics lessons on sound matching, identifying digraphs, forming plurals, and reading base words and affixes.

4. Morphology is the study of word structure. Words are formed from morphemes — the smallest units of meaning in a language. Teachers use *Kid Scoop News* to help students locate unfamiliar words, analyze word structure — including roots and suffixes — read contractions and abbreviations, and determine word meaning from context. By applying these skills, students put their understanding of word structure into practice, building strong word recognition. *Kid Scoop News* supports word recognition both indirectly, through oral discussions that incorporate words from each issue, and directly, when teachers explicitly introduce and explore individual words from monthly articles. Activities such as word searches, word games, puzzles, and hands-on exercises provide opportunities to reinforce word recognition skills.



Kid Scoop News Builds Vocabulary and Comprehension Skills

1. Vocabulary has been described as “all the words known and used” by a person. Having a rich and varied vocabulary has been empirically linked to academic achievement. Research supports that to retain words and comprehend meaning in text, students need repeated exposure to words in increasingly complex contexts. By grade 3, TEKS STAAR expects students using newly acquired vocabulary to “*use print resources to determine meaning, syllabication, and pronunciation; use context within and beyond a sentence to determine the meaning of unfamiliar words; identify the meaning of and use words with affixes; and identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.*”

Kid Scoop News provides opportunities to meet these expectations by offering repeated exposure to vocabulary in context. Cartoon characters model everyday speech, idioms, and direct quotations, giving students concrete examples of how words function in authentic language. Activities consistently incorporate academic language in their directions, while domain-specific words are embedded in every lesson, allowing students to encounter, practice, and reinforce vocabulary across multiple contexts. These experiences help students internalize word meanings, recognize patterns such as affixes, and apply new words to reading and writing tasks.



2. Comprehension is the reason for reading. Good readers have a purpose for reading and think actively as they read fluently. *Kid Scoop News* supports comprehension in multiple ways, including:

- reading to gather information about the theme of the month
- presenting information about how to complete a task using multiple steps
- asking students to make sense of what they read by locating evidence to support responses
- understanding written directions for activities across all content areas
- using engaging questions and puzzles to generate curiosity to learn more about a topic
- completing “cloze” activities

Teachers use *Kid Scoop News* to help students practice key comprehension strategies, such as previewing, reviewing, summarizing, identifying main ideas and supporting details, and analyzing problems and solutions. Specific suggestions for lesson planning are included at the end of this guide and include ideas for before, during, and after reading *Kid Scoop News* — including homework ideas to share with the family!



Kid Scoop News Supports the 4C's of 21st-Century Classrooms

Critical thinking, communication, creativity, and collaboration — referred to as the 4C's — have been identified as essential core skills for success in 21st-century work environments — and classrooms! (nea.org [Preparing 21st Century Students for a Global Society](http://nea.org/Preparing%2021st%20Century%20Students%20for%20a%20Global%20Society))

Kid Scoop News provides an excellent resource to develop and practice the 4C's. Students collaborate in teams to complete core tasks, projects, or simple experiments. Writing prompts hone communication skills. Activities allow opportunities for creative application of learning, and puzzles and games challenge critical thinking.

Kid Scoop News, TEKS Standards, and Improved Test Scores

[Research by the University of Minnesota](#) finds that schools using the newspaper weekly or more often demonstrate an average gain of 10% on standardized tests. Schools with high minority and at-risk populations score as much as 30% higher. In short, when newspapers are used effectively in the classroom to support standards-based learning, test scores improve.



Standards on Every Page

In addition to supporting student achievement, *Kid Scoop News* aligns closely with TEKS standards. Each activity is designed with specific content areas and standards in mind, and because the standards are integrated across lessons, students have frequent opportunities to preview and review key skills — regardless of grade level.

What if Kid Scoop News features a topic I am not currently teaching?

Even if topics or activities do not align directly with your current lessons, *Kid Scoop News* still provides valuable learning opportunities. There are two key reasons to use *Kid Scoop News* in any classroom: research shows that previewing information helps build background knowledge, and revisiting content through multiple exposures strengthens retention. By engaging with *Kid Scoop News*, students preview and review content while practicing TEKS-aligned skills such as making inferences and using evidence to support understanding. This ensures that, regardless of the topic, the materials support literacy development.

Kid Scoop News Supports Problem/Project-Based Learning

Challenge students to create a *Kid Scoop News* issue by designing a newspaper for your community, Colonial Virginia, or the International Space Station — the possibilities are limitless! Students will love assuming different roles while creating an authentic product to demonstrate learning.



Finding the Time to Use Kid Scoop News

The emphasis in TEKS (STAAR Strand 3) that students respond to “an increasingly challenging variety of sources that are read, heard, or viewed” means students are exposed to multiple genres and resources, including newspapers! All students in grades 2 and above are expected to “evaluate details read to determine key ideas (Strand 2) and use context within and beyond a sentence to determine the relevant meaning of unfamiliar words (Strand 1). *Kid Scoop News* provides practice in identifying key ideas and details, helping students understand text features and structures of newspapers, and providing additional context through illustrations, graphs, and activities.

Suggestions for Classroom Management

- **Introduce the newspaper:** On the first day of delivery, take a few minutes to “get to know” *Kid Scoop News*. Highlight the structure — sections, pages, and features — and introduce newspaper vocabulary (see Appendix).
- **Secure the pages:** Staple the top left corner to prevent loose pages from falling out. For younger students, place a few staples along the left side to create a book-like format that is easier to handle.
- **Encourage ownership:** Have students write their names on the front page if they will be using the newspaper for homework or multiple times during the week. This promotes responsibility and better care of materials.
- **Allow browsing time:** Each newspaper day, give students a few minutes to browse *Kid Scoop News* before beginning the lesson.
- **Keep lesson plans simple:** Focus on the skills your students are currently learning — such as maps, persuasive writing, or parts of speech — and use *Kid Scoop News* to teach or reinforce these skills.
- **End-of-class organization:** Reserve a few minutes at the end of class for students to organize their newspapers
- **Prepare for substitutes:** Store copies of *Kid Scoop News* in a grocery bag with a lesson plan stapled on the outside, so substitute teachers can use the materials with minimal preparation.

Send Copies Home:

Sending *Kid Scoop News* home extends learning beyond the classroom and provides opportunities for students to:

- **Reinforce skills:** Practice vocabulary, reading comprehension, and other literacy skills introduced in class.
- **Encourage family involvement:** The monthly Parent Guide, included with each issue, provides suggestions for meaningful activities and discussions at home.
- **Build independent learning habits:** Preview, review, and explore topics at their own pace.
- **Connect learning to real life:** Explore content in meaningful, real-world contexts outside of school, reinforcing the value of informational texts.



Generic Lesson Plans

Before Kid Scoop News

To provide **universal access** and support **differentiated instruction** for all students — including English learners and students with disabilities — teachers are encouraged to:

- **Preview the articles:** Identify background knowledge students may need to fully understand the content.
- **Align with TEKS:** Determine how this month’s articles and activities support TEKS foundational language skills, vocabulary, or comprehension.
- **Review challenging vocabulary:** Familiarize students with new words, idiomatic expressions, or phrases that may be difficult before reading the articles.

Suggested Activities Before Kid Scoop News

1. **Scavenger Hunt:** Have students explore *Kid Scoop News* to identify the layout and structure of the newspaper, including sections, headings, and features.
2. **Vocabulary T-Chart:** Select one article and create a 3-column T-chart labeled **Word | Meaning | Illustration**. As students read, fill in the chart:
 - Identify the meaning of words using context clues or a dictionary.
 - Draw an illustration to represent the word, reinforcing understanding.
3. **Five W’s of Journalism:** Write *who*, *what*, *when*, *where*, and *why* on the board. As students read an article, have them place the corresponding information into the appropriate category to reinforce comprehension.
4. **Comprehension Questions:** Create a list of questions for an article and have students locate specific evidence in the text to support their answers, practicing critical thinking and text-based reasoning.

During Kid Scoop News

Both reciprocal teaching and close reading improve comprehension by encouraging students to interact with text, analyze meaning, and support their understanding with evidence.

Reciprocal Teaching

In reciprocal teaching, instructors model and explicitly teach four strategies until students can apply them independently across any content area. These strategies, typically applied after a single paragraph or portion of a text, include:

- **Summarizing:** Identifying the main ideas and key details of the paragraph or passage just read.
- **Predicting:** Using information read so far to make predictions about what might come next.
- **Clarifying:** Identifying and resolving confusing vocabulary, terms, phrases, or concepts.
- **Questioning:** Asking direct questions about the text and citing specific evidence to support answers.



Close Reading

In close reading, students read the same passage multiple times to engage deeply with the text:

1. **First reading:** Focus on a general understanding of the topic.
2. **Second reading:** Identify unfamiliar words, confusing sections, or areas that need clarification.
3. **Third reading:** Use teacher-provided guiding questions to locate specific evidence and draw a deeper understanding.

Suggested Activities During Kid Scoop News

1. Kid Scoop News Articles: Reciprocal Teaching

- Use **reciprocal teaching** to review an article paragraph by paragraph:
 - Provide students with a small sheet of paper to cover all but the paragraph being read.
 - After reading, have students:
 - Summarize the main idea and supporting details.
 - Predict what might happen in the next paragraph.
 - Clarify any challenging vocabulary or phrases.
 - Ask questions to check comprehension and ensure understanding of the text.

2. Summarizing

- After reading an article, have students write a three-sentence summary that “gets the gist”:
 - **Sentence 1:** Identify the most important “who” or “what” at the beginning of the article.
 - **Sentences 2–3:** Describe the most important supporting details.

3. Word Work

- Distribute highlighters. Depending on your grade level’s TEKS standards, students can use the highlighter to identify:
 - Base words; affixes (prefixes or suffixes)
 - Beginning and ending sounds
 - Compound words
 - Parts of speech: singular or plural nouns, proper nouns, verbs, adverbs, and prepositional phrases
 - Multisyllabic words, sorted by two-, three-, or four+ syllables
 - Words that have synonyms or antonyms
 - Multiple-meaning words
 - Greek or Latin roots
 - Short or long vowels; silent “e” words
 - Idiomatic phrases
 - Figurative language: onomatopoeia, alliteration, metaphors, similes, etc.



4. Follow Directions

- Review steps that are part of an activity or article. Have students read written directions thoroughly before beginning to ensure understanding. Consider setting a timer for each activity to help students stay focused and on task.



5. Fluency Check

1. After reading an article, have students **reread the passage aloud** in a low voice for one minute using a timer.
2. Students **circle the last word** they read when the timer stops.
3. Encourage students to **reread the passage daily** during the week, using the one-minute timer to improve reading speed and accuracy.
4. For homework, students can have a **parent time them** to see if they can surpass the one-minute mark established at school, promoting home-school connection and independent practice.

6. Word Searches

- Set a timer and allow **5–10 minutes**, depending on grade level, for students to complete a word search. This activity provides practice with **word recognition, spelling, and focus** in a fun, engaging format.



7. Vocabulary Extensions

To deepen learning and reinforce word knowledge, encourage students to:

- List new words in **alphabetical order**.
- Divide words into **syllables**.
- Sort words by **number of syllables** or by **long/short vowel sounds**.
- Quiz each other to **spell words correctly**, reinforcing retention and collaborative learning.

After Kid Scoop News

Extending Lessons with Additional Articles

To maximize the learning potential of each *Kid Scoop News* issue, direct students to explore additional articles and activities:

- **Check for understanding:** Ask students questions about the content and encourage them to **cite evidence** from the text to support their answers.
- **Stay on task:** Use a timer or set a time limit for reading and activities.
- **Share and reflect:** Have students **share their favorite article or activity orally** and explain why it is their favorite, promoting discussion, critical thinking, and engagement.

Family Involvement

Kid Scoop News provides an excellent bridge between school and home. Many families — especially those for whom English is not the primary language — may have limited access to print resources to support language and literacy development. The **monthly Parent Guide** is designed to help parents take an active role in their child’s learning, offering practical suggestions for reinforcing vocabulary, comprehension, and other literacy skills at home.

Homework Activities Using Kid Scoop News

Parents can support children at home by helping with **word work, reading, and fluency practice** using *Kid Scoop News*:

1. Word Work Activities

- **Contractions:** Write the letters left out to form each contraction.
- **Compound Words:** Draw a line between the words that make up each compound word.
- **Grammar:** Find common nouns, proper nouns, and verbs; sort them into three columns.
- **Syllables:** Identify two- and three-syllable words; draw lines to separate the syllables.
- **Affixes:** Identify words with prefixes and suffixes and sort them into two columns.

2. Vocabulary Practice

- As students read, they list new, interesting, or unusual words.
- Select a few words to write about a personal experience and read aloud to a family member.
- Write words on sticky notes and decorate a wall to reinforce recognition and spelling.
- Cut out random vocabulary words and sort them alphabetically.

3. Fluency and Close Reading

- “Close read” an article, then read it aloud to a family member to practice fluency.
- Use a timer to measure how far the student can read in **one minute**.
- Repeat the same passage for **three consecutive nights**, encouraging students to improve their speed and accuracy.

4. Alphabet and Letter Recognition

- Locate and circle words that begin with each letter of the alphabet (A–Z) to reinforce letter-sound knowledge and scanning skills.



Appendix

Newspaper Glossary

Assignment – A story a reporter is assigned to cover.

Byline – The name of the reporter or writer who wrote the story.

Circulation – The total number of copies of the newspaper delivered to subscribers each day.

Copy – Stories, pictures, and other materials ready to be published in a single day.

Copy Editor – The person who edits or corrects stories written by reporters; may also write the headlines.

Cut – A newspaper photograph or illustration.

Cutline – A few lines of written information explaining the photograph or illustration.

Dateline – Time by which all stories and copy must be submitted for publishing.

Dummy – A layout of a page, showing where headlines, pictures, stories, ads, and diagrams will be placed.

Ear – Information placed on either side of the front page, usually in a box.

Edition – A particular issue run for a day.

Editorial – Opinions written by the owner, publisher or editor of the newspaper on some current event.

Five W's – *Who, what, when, where, and why* (sometimes “H” for “how” is added); in a newspaper article, these questions are usually answered in the first two paragraphs.

Flag – The name of the newspaper appearing on the first page; e.g., *The Dallas Morning News* or *The Houston Chronicle*.

Headline or Banner – A large heading running across the width of the front page that provides a summary of the main point in the article.

Index – The alphabetical list and numbered location of each section of the newspaper.

Inverted Pyramid – A method of writing by reporters that addresses pieces of the story in a particular order of importance.

Jump Line – At the end of a column, the jump line tells the page number on which the story is continued.

Lead – The first few sentences of a news story, which usually contain the main facts of the five “W’s.”

Lead Story – The story that explains the headline; the most important story of the day on the front page.

Op-Ed Page – Means “opposite the editorial page,” where readers’ opinions, letters to the editor, articles by columnists, and other features are published.

Publisher – The chief officer or executive of the newspaper.

Syndicated Features – Stories or materials (such as puzzles, advice columnists, comics, TV show listings, etc.) provided to newspapers by nationally syndicated news organizations.

Typo – A mistake or typographical error in a story, usually in spelling or grammar.

Wire Service – A news service that supplies national and international news, such as United Press International (UPI), Associated Press (AP), *The New York Times*, etc.

