

Bear Essential News for Kids® and the Work Sheets are designed to address the following Arizona State Standards:

Reading

Strand 1: Reading Process

Concept 4: Vocabulary

PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

Concept 6: Comprehension Strategies

*PO 3. Generate clarifying questions in order to comprehend text.
PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.*

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)

PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)

Writing

Strand 1: Writing Process

Concept 4: Editing

PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)

Concept 5: Publishing

PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.

Strand 2: Writing components

Concept 1: Ideas and Content

PO 2. Provide content and selected details that are well suited to audience and purpose.

Concept 5: Sentence Fluency

PO 1. Write **simple** and **compound sentences**.

Concept 6: Conventions

PO 1. Use capital letters correctly for:

- a. **proper nouns**
- b. words used as names (e.g., Grandpa, Aunt Lyn)
- c. literary titles (i.e., story, poem, play, song)
- d. titles
- e. abbreviations
- f. **proper adjectives**

PO 2. Use commas to correctly punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. introductory words
- d. **direct address**
- e. **interrupters**
- f. **compound sentences**

PO 12. Use the following parts of speech correctly in simple sentences:

- a. nouns
- b. action/linking verbs
- c. personal pronouns
- d. adjectives
- e. adverbs
- f. conjunctions
- g. prepositions
- h. interjections

PO 13. Use subject/verb agreement in **simple** and **compound sentences**.

Strand 3: Writing Applications

Concept 2: Expository

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

PO 2. Write a summary based on the information gathered that include(s):

- a. a topic sentence
- b. supporting details
- c. relevant information

PO 3. Write a **process essay** that includes:

- a. a **thesis statement**
- b. supporting details
- c. introductory, body, and concluding paragraphs