Dear Teachers,

Many of you have asked about using Scholastic News during independent reading. I’m thrilled to announce that we’ve created a kit to help you implement an engaging independent reading experience that will transform your classroom and boost student success.

Here are some of the tools you’ll find in the Scholastic News Independent Reading Kit.

• **Quick Tips & Best Practices:** Set up independent reading folders using our label template, and find guidelines for getting started.

• **Student Survey:** Use the student reading survey to learn your students’ strengths, interests, and challenges.

• **Reading Log:** Help students build stamina and track progress.

• **Conferring Cards:** Coach students using our special set of questions that let students know they are seen, cared for, and understood as readers.

• **Graphic Organizers:** Enhance learning with organizers that help students reflect on, deepen, and extend thinking.

Simply go to [scholastic.com/sn3](http://scholastic.com/sn3) to download the independent reading kit. I can’t wait to hear what you think.

As always, you can reach me anytime at [scholasticnews3@scholastic.com](mailto:scholasticnews3@scholastic.com).

Elena Quagliarello
Senior Editor, Education

We are committed to your satisfaction. You can contact us at 1-800-724-6527.

A SUPPLEMENT TO SCHOLASTIC NEWS
Legends of the Wild West (pp. 1-3)

1 Preparing to Read

Watch a Video: Nat Love: African American Cowboy
After playing the video, have students discuss the following question with a partner: How did Nat Love’s life change after the American Civil War?

Preview Words to Know
Project the online vocabulary slideshow and introduce the Words to Know.
• steers
• era

2 Close-Reading Questions
Go online to download a Skill Builder with these questions.

1. What is the purpose of the first three paragraphs? The first three paragraphs describe a day at work for Nat Love. They help grab readers’ attention and show what life was like for a cowboy.

2. What were some risks cowboys faced? Cowboys risked their lives and the lives of the animals when they crossed rivers. They also had to watch out for wolves, snakes, and thieves.

3. Why were fewer cowboys needed by the late 1880s? By the late 1880s, barbed wire fences were more common, so it was easier to control cattle. Also, trains began reaching more of the West, so ranch owners didn’t need to send cattle along the trails.

3 Skill Building

FEATURED SKILL: Identify Key Details
Use the Skill Builder “What’s Important?” to have students explain how to determine which details are most important to supporting the main idea. Then students will use those details to write a summary of the article. Download the Skill Builder at scholastic.com/sn3.

WRITE ABOUT IT!
If you had been alive during the 1800s, would you have wanted to be a cowboy? Why or why not?
On Top of the World! (pp. 4-5)

Preparing to Read

Watch a Video: Kids Explore the North Pole
As students watch the video, have them list the steps Maika and Olivier took to get to the North Pole. Then have them compare and discuss the steps with a partner.

Preview Words to Know
Project the online vocabulary slideshow and introduce the Word to Know.
• region

Close-Reading Questions
Go online to download a Skill Builder with these questions.

1. Why is the North Pole a difficult place to visit? The North Pole is surrounded by the frozen Arctic Ocean. There’s no land to walk on, only floating sheets of ice. It also has extreme weather conditions, like below-zero temperatures. RI.3.2 KEY DETAILS

2. How did the kids investigate how clean the Arctic is? What did they find? They collected snow, melted it, and ran it through a filter. Then they used a microscope to look at the materials left in the filter. They found tiny pieces of plastic in the snow, showing that even the North Pole is being affected by pollution. RI.3.3 EXPLAIN IDEAS

3. What details from the article does “Welcome to Barneo Ice Camp!” help explain? The photo and captions help explain why it’s difficult to travel to the North Pole. They show what a floe looks like and help me understand some of what the twins experienced. RI.3.5 TEXT FEATURES

Skill Building

FEATURED SKILL: Read a Chart
Use the Skill Builder “Arctic Animals” to have students read a chart about the characteristics and adaptations of several arctic animals. Download the Skill Builder at scholastic.com/sn3. RI.3.7 READ A CHART

About the Article

Learning Objectives
Students will describe characteristics of the Arctic region.

Text Structure
Description, Sequence

Content-Area Connections
Social Studies: Geography

Standards Correlations
CCSS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, L.3.4, SL.3.1
NCSS: People, Places, and Environments

Bright Ideas from Scholastic News teachers

“I download and share the Spanish versions of each issue with my EL families so they can pre-read articles at home. It aids in comprehension and helps build a home-school connection with Spanish-speaking families.”
—Jessica Davidson, Oakley, CA
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**ANSWER KEY**

**Student Edition**

**Page 2: Map It Out**

- Texas and Kansas

**Page 5: Map Mission**

1. **Answers include:** Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden, and the U.S. (Alaska)
2. Norway
3. It represents snow and ice.

**Page 8: News Chart**

1. grub pile
2. riding at full speed
3. cattle that haven't been rounded up yet

**Page 8 News Review**

1. C
2. A and C
3. 5. B
4. B
5. 6. D