



### ***TIME for Kids* Alignment to Title 1, Part A**

*TIME for Kids* is used by many teachers in Title 1 schools for the basic purpose for which Title 1 was created—to give all children, regardless of family income, the opportunity and support to achieve proficiency or better on high-quality state standards. *TIME for Kids* is proud to support the goals of Title 1 in the following ways, each of which is a requirement for Title 1, Part A funding.

Provide opportunities to meet or exceed state academic standards of achievement in grades K–8 in the following ways:

#### ***TIME for Kids* carefully interweaves and supports ELA standards and skills that build to college and career readiness:**

- Literacy and Reading: Understanding how to identify and analyze key ideas, details, elements of craft and structure in a work; integrating the knowledge and ideas in (especially) informational text; and reading and understanding a range of informational texts
- Writing: Understanding different types of texts and their different purposes; producing original writing; and using research to build knowledge
- Speaking and Listening: Focusing on comprehension, collaboration, and coherently presenting original knowledge and ideas
- Reading: Practicing and developing the skills to read, understand, and interpret history/social studies, science, and technical subjects
- Vocabulary Development: Developing academic, technical, and domain-specific vocabulary in social studies/history, science and math
- Critical Thinking: Distinguishing fact, opinion, reasoned judgment, and speculation in reading and thinking
- Visual Media: Interpreting visualized data, e.g., from graphs, charts, and maps
- Problem-Based Learning: Applying and demonstrating learner-guided critical-thinking skills to complete activities

#### **Demonstrating and guiding standards achievement through assessments:**

- Quizzes, formative assessments, collaborative problem-based learning projects, and class or small-group discussions provide numerous opportunities for students to progress and for educators to monitor progress and intervene if necessary.

**Using strategies to reach a variety of students at risk of not meeting state academic standards:**

- In addition to formative assessment opportunities, skill worksheets and online activities reinforce specific skills and standards.
- For the needs of English language learners, the cover story in every issue is presented in Spanish.
- Audio read-alouds and vocabulary pronunciations support auditory learners in practicing their listening skills and pronouncing new words.
- A variety of media and visual approaches are included, e.g., charts, graphs, pictograms, and photos.
- Whole-class, small-group, and individual activities and opportunities are included

**Employ scientifically based methods and instructional practices to improve the school academically, increase learning time, enhance the curriculum, and meet the needs of historically underserved populations:**

- Motivation has been demonstrated as a factor in student achievement. The timeliness of TIME for Kids and TIME Edge helps educators motivate all students.
- Teacher's Guides for all issues provide detailed alignments to research-based standards.
- Homework, worksheets, and added activities can be extended as the educator decides, to extend learner time.
- Educators may choose digital, print, or both formats for selected activities to extend learning time, give added electronic exposure to students, or differentiate groups of students who need different levels of instruction. All these instructional strategies have been demonstrated to be effective with different populations of students.
- Students will read about both genders, a wide range of cultural and ethnic/demographic groups, and encounter role models across a wide range of fields.
- Successful programs strengthen parental involvement. The home-school connection is facilitated by allowing students to share the materials with parents, caregivers, and siblings.