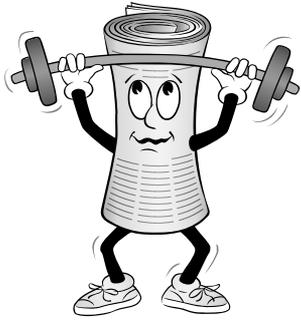


Reading



Along with the



Newspaper



1. FAVORITES
2. FACES, WORDS AND FEELINGS
3. READER RESPONSE
4. WHAT'S IN A NEWSPAPER?
5. WHAT'S IN THE NEWS?
WHERE DO YOU FIND IT?
6. ROLE, AUDIENCE, FORMAT AND
TOPIC (RAFT)
7. ROLE, AUDIENCE, FORMAT AND
TOPIC (RAFT) FOR COMICS
8. NEWSPAPER READING ANTHOLOGY
9. HEARING VOICES
10. PREPARING TO WRITE
11. WHAT DO YOU THINK?

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Favorites

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From your newspaper, choose one of your favorites. List the section and page number and reasons for your choice.

CHOICE (check one)	section/page #	REASONS
<input type="checkbox"/> 1. Word		
<input type="checkbox"/> 2. Phrase		
<input type="checkbox"/> 3. Sentence		
<input type="checkbox"/> 4. Paragraph		
<input type="checkbox"/> 5. Quote		
<input type="checkbox"/> 6. Fact or piece of information		
<input type="checkbox"/> 7. Story		
<input type="checkbox"/> 8. Photo		
<input type="checkbox"/> 9. Illustration		
<input type="checkbox"/> 10. Description		
<input type="checkbox"/> 11. Retail ad or item for sale		
<input type="checkbox"/> 12. Classified ad or used item for sale		
<input type="checkbox"/> 13. Movie		
<input type="checkbox"/> 14. TV show		
<input type="checkbox"/> 15. Comic		
<input type="checkbox"/> 16. Sports figure		
<input type="checkbox"/> 17. Sports score		
<input type="checkbox"/> 18. Advice		
<input type="checkbox"/> 19. Writer		
<input type="checkbox"/> 20. Graph or map		
<input type="checkbox"/> 21. Weather prediction		
<input type="checkbox"/> 22. Opinion		

follow-up

Share your choice with one or more classmates. Show them where you found the item in your newspaper. Cut out and display or write your choice on chart paper, under the heading of the section where you found the item.



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graphic
organizer 1

After sharing photos or reading or hearing someone read and discuss stories, hold up faces and/or words that show your response to photos, stories or other information from your newspaper. Draw the faces or use the words below or other words of your choice.

happy! sad **ANGRY** confused

GUILTY hopeful fearful Excited!

a n x i o u s Frightened Surprised!

follow-up: Do classmates respond differently to stories and photos in the newspaper? How do people affected by or involved in the story feel? What causes individuals to respond differently to news and/or commentary?



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organizer 2

Reader Response

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with the newspaper

Respond to items in your newspaper by completing one or more open-ended sentences.
List the page and section where the item appears in the newspaper.

SENTENCE (complete response to one or more)	section/page #
1. I like _____	
2. I dislike _____	
3. I laughed at _____	
4. I cried over _____	
5. I felt _____ when _____	
6. I am disturbed by _____	
7. I rate _____ (1-5) because _____	
8. I think _____	
9. I believe _____	
10. I want _____	
11. I recommend _____	
12. I propose _____	
13. I need more evidence for _____	
14. My favorite part was _____	
15. I like the way the writer _____	
16. I heard _____ voice in _____ paragraph.	
17. I thought _____ paragraph(s) showed effective elaboration.	

follow-up

Share your response with other students and ask for their thinking. Did you change your mind?
Can you elaborate and/or rebut opposing viewpoints as a result of your discussions? Draw on your
conversations with classmates to revise your writing.



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organizer 3

What's in a newspaper?

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Find, cut and paste in each box.

NEWS: The headline of a news story

SPORTS: The face of a sports player

EDITORIALS: A letter to the editor written by a reader

WEATHER: The temperature in a city

COMICS: A comic character you like

CLASSIFIEDS: Something used you'd like to buy

ADVERTISING: Something new you'd like to buy

ENTERTAINMENT: The name of a TV show

ENTERTAINMENT: A movie at a theatre



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organizer 4

What's in the news?

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with the newspaper

Where do you find it?

SECTION A (nation & world)	SECTION ___ (local & state)	SECTION ___ (weather forecast)	SECTION ___ (sports)
<i>Find stories about the war. Write key words from the headlines and page numbers where you find the stories.</i>	<i>Select a powerful photo or a photo that tells a story. Name the person (or other key element) of the photo. List the page number.</i>	<i>Find today's weather predictions for your area. List temperature and precipitation and the page number where you found the information.</i>	<i>Find a favorite score (one that makes you cheer).</i>
SECTION ___ (business)	SECTION ___ (features)	SECTION ___ (comics)	SECTION ___ (classifieds)
<i>List a local company and indicate whether its stock value went up or down yesterday. List the page in the newspaper.</i>	<i>Find an interesting person. Name the person and the page number.</i>	<i>Identify a comic that tells a compelling story. Name the strip and the page number.</i>	<i>Select an interesting pet in the "pets for sale" section.</i>



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follow-up: Read children's literature along with the newspaper to explore topics relevant to both.

graphic
organizer 5

(RAFT) Role, Audience, Format, Topic

Identify the *ROLE* of the writer, the targeted *AUDIENCE* and *TOPIC* for each *FORMAT* or type of writing in your newspaper. Respond to one example that you choose from the many comics, ads, features, news stories, letters to the editor, etc. in your newspaper.

role	audience	format	topic	page
1.		News story		
2.		Feature story		
3.		Advice column		
4.		Sports article		
5.		Letter to the editor		
6.		Editorial		
7.		Editorial column		
8.		Comic		
9.		Obituary		
10.		Ad		
11.		Movie ad		
12.		Classified ad		
13.		Weather map		
14.		Chart or graph		

follow-up: Writers may be witnesses, spectators, reporters, participants, policy makers, editorialists, family members, advertisers or readers. Retell a story from another person's perspective. Complete the RAFT outline before writing about an assigned or chosen topic. As RAFT suggests, vary the format you use to tell stories and consider different perspectives.

http://www.state.tn.us/education/ci/standards/la/content_read_middle.pdf



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(RAFT) Role, Audience, Format, Topic for comics

Use your front page index to locate the comic page in your newspaper. Identify the cartoonist (role of the writer), the targeted audience and topic for comics that are gags, comic strips that tell different stories each day (stand alone) and those comic strips that tell continuing stories.

cartoonist (role)	audience	format	topic
1.		Single frame, gag	
2.		Single frame, gag	
3.		Single frame, gag	
4.		Comic strip, stand alone	
5.		Comic strip, stand alone	
6.		Comic strip, continuing story	
7.		Comic strip, continuing story	
8.		Comic strip, continuing story	

follow-ups: How many of the gags and comics appeal to you and other classmates? How many appeal to grown-ups? Do any appeal to all readers? If so, how does the cartoonist accomplish that? Think of a way to broaden the appeal of one comic strip that appeals only to a narrow audience.

Deepen your discussion of comics. Find photos and stories in the newspaper about the same topics. Talk about the various purposes comics serve.



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Newspaper Reading Anthology — Types of Writing

Collect and read one of each of the following. Choose samples that interest you. Organize and number your selections as follows. In a notebook or journal, explain your connection with each piece of writing:

1. Straight news story
2. Feature story
3. Editorial
4. Letter to the editor
5. Column
6. Profile about a sports figure
7. A food story that includes a recipe
8. A retail ad
9. A classified ad
10. A map, graph or chart
11. Obituary
12. Comic
13. Review
14. Other (your choice)

follow-up

Compare the text structures or organization of two or more items. Text structures include time order (chronology, sequence), comparison/contrast, cause and effect, problem and solution, description, definition and explanation, question and answer. Also discuss the visual elements used to convey meaning.



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Hearing Voices

reading along
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What does "voice" mean? According to <http://www.writingfix.com/6Traits/Voice.htm#voice>, to evaluate a writer's voice consider the following:

- ___ 1. an awareness of an audience
- ___ 2. a passion towards the topic
- ___ 3. devices of style (such as figurative language), when appropriate
- ___ 4. a tone or mood (including humor) with words, when appropriate
- ___ 5. awareness of perspective and point-of-view

Find "voice" in newspapers. Highlight the parts that show voice. List the topic, section and page for each example below. Discuss what you learn about the person.

EXAMPLE & TOPIC	section/page #	DISCUSS
1. The writer's voice <u>TOPIC:</u>		
2. The voice of someone in the story <u>TOPIC:</u>		
3. The voice of the cartoonist <u>TOPIC:</u>		
4. The voice of characters in a cartoon or comic <u>TOPIC:</u>		
5. The voice of the photographer <u>TOPIC:</u>		
6. The voice of the person photographed <u>TOPIC:</u>		
7. The voice of the newspaper <u>TOPIC:</u>		
8. The voice of the columnist <u>TOPIC:</u>		
9. The voice of . . . <u>TOPIC:</u>		

follow-up: Show passion toward the subject, point of view, awareness of an audience, devices of style and tone or mood in writing about a topic chosen from your newspaper.



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organizer 9

Whats do you think?

Evaluate ideas, opinions, photos, comics, ads and other content in the newspaper and explain your reasoning. Apply the criteria that follow. Write what you think on the pages of your newspaper, describe items that you think belong under each category or clip and paste your selections on chart paper, labeled with each category, and display those on the walls of your classroom. Write and explain your evaluation beside each posting.

★ POOR

★★ FAIR

★★★ GOOD

★★★★ EXCELLENT

★ I DIDN'T LIKE IT.

★ IT WAS OK.

★ I LOVED IT!



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follow-up: Compare your evaluations with classmates. In groups, determine if you can agree on a choice that is **EXCELLENT** or on some written or visual communication that you "LOVE".

Select images from the newspaper that move you. Design a visual collage or picture on separate paper. Create a story linking the images together. Talk through the story with a classmate or friend. Draft a lead and outline the beginning, middle and end. Then write your story on separate paper.*

LEAD: _____

BEGINNING: _____

MIDDLE: _____

END: _____

* Sue Monk Kidd



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follow-up: What part of your story is pure fiction? What part is about your life (autobiography)? What part deals with someone else you know or know about? (biography)