

# LANGUAGE ARTS • Table of Contents

## Study Skills

1. Drawing Conclusions	.LA 1
2. Headlines and Cutlines	.LA 1
3. Using the Index and Flags	.LA 2
4. Following Instructions	.LA 2
5. Organization of Newspapers (graphic organizer 1 What's in a Newspaper?)	.LA 3
6. Writer's Scavenger Hunt	.LA 4
7. Getting Acquainted with Comics (graphic organizer 2)	.LA 5
8. Newspaper Terms (Appendix, A 1-A 6)	.LA 5

## Word Study / Grammar

9. Listening Carefully	.LA 7
10. Completing the Picture	.LA 7
11. Discovering Relationships	.LA 7
12. Observing Photos (graphic organizer 3)	.LA 8
13. Letter Sounds and Recognition	.LA 9
14. High Frequency Words	.LA 9
15. Syllabication and Pronunciation	.LA 10
16. Prefixes and Suffixes	.LA 10
17. Learning New Words	.LA 11
18. Developing a Word Bank (graphic organizer 4)	.LA 11
19. Understanding New Words (graphic organizers 5 and 6)	.LA 12
20. Compound Words	.LA 12
21. Alphabetical Order	.LA 12
22. Abbreviated Words	.LA 13
23. Grammar Word Groups	.LA 13
24. Selecting the Best Verb	.LA 14
25. A Sentence and Its Parts (graphic organizers 7 and 8)	.LA 14
26. Completing Sentences (graphic organizer 9)	.LA 15
27. Spelling and Grammar	.LA 15
28. Proofreading (Appendix, A 7)	.LA 15
29. Organizational Words	.LA 16
30. Words that Measure	.LA 16
31. Value Words	.LA 17
32. Content Area Vocabulary	.LA 17
33. Word Bubbles (graphic organizers 10)	.LA 18
34. Bingo (graphic organizer 11)	.LA 18
35. Language Experience Approach	.LA 19

## Informational

36. Reading for a Purpose	.LA 20
37. Enjoying Reading	.LA 20
38. For the Love of Reading	.LA 21
39. The Purpose for Writing	.LA 22
40. Who Reads Newspapers? (graphic organizer 12)	.LA 22
41. The Importance of Facts (graphic organizer 13)	.LA 23
42. The Most Important Story	.LA 23
43. Listening for Key Information	.LA 24
44. Question Words (graphic organizer 14)	.LA 24
45. PAR (graphic organizer 15, Preparing to Read, and graphic organizer 16, Preparation, Assistance, Reflection)	.LA 25
46. Paired Reading	.LA 25
47. Responding in a Paragraph	.LA 26
48. Related and Unrelated	.LA 26
49. Categorizing Newspaper Content	.LA 27
50. Rewriting	.LA 27
51. Summarizing Stories	.LA 28
52. Dressing for Weather	.LA 29
53. Following How to Instructions	.LA 29
54. Making Predictions	.LA 29
55. Sequencing Events and Ideas	.LA 30
56. Organizing for Writing	.LA 30
57. Major and Minor Information (graphic organizer 17)	.LA 31
58. Cause and Effect (graphic organizer 18)	.LA 31
59. Facts about People	.LA 32
60. People in the News (graphic organizer 19)	.LA 32
61. Life-Affecting Events (graphic organizer 20)	.LA 34
62. Evaluating Ads	.LA 34
63. Analyzing Articles (graphic organizer 21)	.LA 35
64. Reading Strategy (graphic organizer 22)	.LA 36
65. SQ3R	.LA 37

66. Levels of Comprehension	.LA 37
67. Examining Generalizations	.LA 37
68. A Test of Prior Knowledge	.LA 39
69. Rule of Thumb	.LA 40
70. Clear Presentation	.LA 41
71. Readability Formulas	.LA 42
72. The Cloze Procedure	.LA 43
73. Rates of Reading	.LA 45
74. Newspaper Centers (Appendix, A 8)	.LA 46
75. Newspaper Circles (graphic organizer 23)	.LA 47
76. Multiple Intelligences (graphic organizer 24)	.LA 48
77. Bloom's Taxonomy (graphic organizer 25)	.LA 49
78. Thinking and Reasoning (Appendix, A 9)	.LA 50

## Expressive

79. Reader Responses (graphic organizer 26 and graphic organizer 27)	.LA 51
80. Keeping a Journal	.LA 52
81. One-Minute Speeches	.LA 52
82. Reading with Feeling	.LA 53
83. A Setting for Expressive Writing	.LA 53
84. Picture Story	.LA 54
85. Personification	.LA 54
86. Biopoem	.LA 55
87. Writing Poetry (graphic organizer 28)	.LA 56
88. More Poetry (graphic organizers 29-32)	.LA 57

## Critical

89. Analyzing Ads	.LA 58
90. Advertising Appeals	.LA 59
91. The Interview (graphic organizer 33)	.LA 60
92. Building with Quotes (graphic organizer 34)	.LA 60
93. Newspaper Writing Styles (Appendix, A 10)	.LA 61
94. The Writing Process	.LA 62
95. Writing a Good News Story	.LA 63
96. Creating a Newspaper (Appendix, A 11-A 14)	.LA 64
97. Comparing Newspapers (Appendix, A 15-A 16)	.LA 65
98. News Story to Newscast	.LA 66
99. Reviewing Books	.LA 67
100. Critical Reviews	.LA 68
101. Analyzing Author's Techniques	.LA 69
102. Audience Analysis	.LA 69
103. Faulty Reasoning	.LA 70
104. Forming Valid Judgments	.LA 71

## Literary

105. Recalling and Retelling Events (graphic organizer 35)	.LA 72
106. Writer's Point of View	.LA 72
107. Determining Writer's Competence	.LA 73
108. Figurative Language	.LA 74
109. Character Clues (graphic organizer 36)	.LA 74
110. Describing a Person (graphic organizer 37)	.LA 75
111. Rating Behavior (graphic organizer 38)	.LA 76
112. A Positive Role Model (graphic organizer 39)	.LA 76
113. Comparing Heroes	.LA 77
114. Qualities of a Leader (graphic organizer 40)	.LA 77
115. Rewriting Fairy Tales	.LA 78
116. Feature Stories vs. Short Stories (graphic organizer 41)	.LA 78
117. Fiction vs. Non-Fiction	.LA 79
118. Comparing Genre	.LA 79
119. Social Issues	.LA 80
120. Connecting Literature to Life	.LA 80
121. Books about Newspapers (Appendix, A 17-A 19)	.LA 81

## Argumentative

122. Distinguishing Fact from Opinion (graphic organizer 42)	.LA 81
123. Letters to the Editor	.LA 82
124. A Cartoonist's Attitude and Opinion	.LA 83
125. Facts and Political Cartoons	.LA 84
126. The Editorial Page (graphic organizer 43, Appendix, A 6)	.LA 84
127. Yes or No (graphic organizer 44)	.LA 85
128. Solving Problems (graphic organizer 45, Appendix, A 20-A 21)	.LA 86



## LANGUAGE ARTS • DRAWING CONCLUSIONS/ ORAL and WRITTEN LANGUAGE★

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers.

**Activities:** Have students read headlines and subheadings and study any visuals that go along with the stories, such as photographs, illustrations, charts and graphs. Have them write sentences telling what they think the stories are about. Then have them read the stories and find out how accurate their conclusions are. Lead a discussion on the information the students found and how much they were able to learn by reading headlines and subheads and analyzing the visuals.

study skills  
informational

## LANGUAGE ARTS• HEADLINES and CUTLINES as MAIN IDEAS/ ORAL and WRITTEN LANGUAGE★

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide newspapers and point out headlines and cutlines. Both offer brief explanations of newspaper content. Headlines state the main idea of news stories and cutlines, often called captions, give details about photographs.  
Any main idea statement must identify the topic, be written as a complete sentence and tell what the author said about the topic. Offer this example: If the topic is tax cuts, and the story tells about a vote by Congress approving the cuts, then the headline would read “Congress approves tax cuts.”

**Activities:** Have students locate photographs in the newspaper and explain what they think the main ideas are. Then have students read the cutlines and see if they express the same or similar main ideas or give further details. Have students compare the ways cutlines and photographs tell about the subject. Discuss: What does each say that the other can't?

Teach main ideas in other ways. Ask students to survey the newspaper and write brief sentences stating the main ideas of several articles. Then have them compare the statements with headlines.

Ask one group of students to write main ideas about several articles, and ask another group of students to locate the articles in the newspaper.

Vary the approach by having some students identify and list supporting details and others locate the story and main idea.

study skills  
informational

## LANGUAGE ARTS • USING the INDEX and FLAGS/ WRITTEN LANGUAGE★

study skills  
informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide newspapers and point out the index. Explain the usefulness of indexes in helping readers find information quickly.  
Write a variety of questions on the board. Vary them so that students are encouraged to use the index.

**Activities:** Have students use the index to locate the page(s) where the information is found and then find the answers to the questions on the board, chart or overhead. Answers and page numbers should be recorded on paper. Sample questions follow:

1. Where can you buy a used car?
2. What movies are playing in your neighborhood?
3. How many births were reported in the current issue of the paper?

Vary the questions and require students to use flags and placement in the paper as guides to locate items / articles. Tailor the questions to the individual paper being used.

If features do not appear on the same pages each day and are not indexed, give the name of the features section and have students find it in the paper. If weather and editorials are located on the same pages each day, ask them to locate the pages and make sure the placement is standard by checking the paper for several days.

## LANGUAGE ARTS • FOLLOWING INSTRUCTIONS/ WRITTEN LANGUAGE★

study skills  
informational

**Goals:** To develop and apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers and felt-tip markers. Ask students to give examples of places, activities, etc. in which they have to follow directions. Ask students to suggest factors that contribute to following directions correctly. Examples are listening carefully, understanding the vocabulary and completing tasks in a specified period of time.

**Activities:** Give the following directions to the students:

1. Read a comic strip
2. Read one sentence about a state leader.
3. Read today's weather report.
4. Write your name on the board when completed.

**Activities**

**continued:**

Emphasize that familiarity with the newspaper aids in locating information. For example: When students know where to locate the weather information, they can find the information quickly.

To give younger students practice in following directions, offer the following directions:

1. Draw a circle around the large print at the top of the newspaper page.
2. Make an “N” on the page number.
3. Make an “A” on the first ad you can locate.
4. Circle the first photograph you find that has more than two people in it.

study skills  
informational

**LANGUAGE ARTS • ORGANIZATION of NEWSPAPERS/WRITTEN LANGUAGE★**

**Goals:** To develop and apply strategies and skills to comprehend text that is read, heard and viewed.

To explore and analyze informational materials.

**Preparation:** Provide newspapers and the student worksheet LA 3-1.

**Activities:** Have students become familiar with the organization of various newspapers. Assign different sections to groups of students. Have the groups describe the sections. Each group should list or cut out examples of items in the assigned section and then study another. Provide the graphic organizer titled WHAT'S in a NEWSPAPER? page LA 3-1.

Discuss the index on the front page and in the Classifieds and the flags that appear at the top of each section. Also look for sections that appear on the same pages each day, such as weather and editorials. A regular reader knows where to find them.

Conduct a scavenger hunt before and after the activity and discuss students' ease in locating information as a consequence of the activity.

Here is a sample scavenger hunt:

1. Name a government official on the front page.
2. Give the page(s) where the comics are located.
3. List the high and low temperatures predicted for today.
4. Name the TV program at 9:00 p.m. on Channel \_\_\_\_.
5. Identify a topic for one editorial.
6. Identify the location of one apartment for rent.
7. Name two stores advertising in the newspaper today.
8. List the page name of any advice columnist.
9. Identify a story that interests you.

study skills  
informational

# LANGUAGE ARTS • WRITER'S SCAVENGER HUNT

study skills  
informational  
literary

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.  
To respond to non-fiction using interpretive and evaluative processes.

**Preparation:** Provide newspapers and provide the list of items below for students to find in the newspaper.

**Activities:** Have students look through the newspaper to find examples of the following writing skills. Ask them to check off each example as they find them:

1. Find a story that answers "who, what, when and when" in the first sentence.
2. Find a story that opens with a statistic — a number, such as a price, quantity, percentage, etc.
3. Find a sentence that describes a person's appearance.
4. Find a direct quotation.
5. Find five vivid, powerful verbs.
6. Find a headline that uses a play on words — a word or expression that can have more than one meaning.
7. Find a story that tells the reader how to do something.
8. Find a piece of writing that represents a writer's point of view on a current issue.
9. Find three different words that indicate something is highly desirable.
10. Find a comic strip character who uses an idiomatic or slang expression.\*

Follow up by having students read three stories from one section of the newspaper — page-one news, sports, entertainment or a special section. Ask the students: Which story do you like best? Why is that story more effective than other stories?

\*Garrett, *From Writers to Readers*, NAA Foundation

## LANGUAGE ARTS • GETTING ACQUAINTED with COMICS/ ORAL and WRITTEN LANGUAGE★

study skills  
informational  
expressive

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.  
To use language to express individual perspectives drawn from personal or related experience.

**Preparation:** Provide newspapers that run comic pages and the comics scavenger hunt on the student worksheet, LA 5-2, designed to familiarize students with the comics.

**Activities:** Have students locate the comic page in your newspaper. They may need to consult the newspaper's front page index. Have them identify comics that are funny and make them laugh and ones that are more serious. Then, they should find examples of the following:

1. A comic character that is not human
2. A comic character who makes mistakes
3. A gag strip with only one frame
4. A comic strip that appeals to a child
5. A comic strip that appeals to adults
6. A comic strip that takes place in the past
7. A comic strip about family life
8. A comic character that is a child
9. A comic that tells a continuing story
10. A favorite comic strip
11. A favorite comic character\*

Have students discuss their choices and determine which comic characters and strips are the class favorites. They should graph the results. Graphs can be drawn electronically using the Web site:

<http://www.nces.ed.gov/nceskids/graphing/index.asp>

Extend your study of comics to the arts. After students become familiar with the comics, have them act out an interesting strip, assigning roles to different students.

Have students make their own comic showing their favorite comic character as a student in their school and/or come up with other activities such as creating a comic strip that features characters from different strips interacting with each other. Refer to Lesson 10 in the Newspapering section for more information about comics.

*\*Using Newspapers in K-8 Classes, NAA Foundation.*

## LANGUAGE ARTS • NEWSPAPER TERMS/ORAL and WRITTEN LANGUAGE★

**Goals:** To apply enabling strategies and skills to read and write.  
To apply conventions of application of grammar and language usage.

**Preparation:** Collect various front pages. The pages can be different publications of the same newspaper or different newspapers published on the same day. One way to get copies of different newspapers on the same day is to participate in a "Target Date" activity in which you have students write to individual newspapers two

word study  
study skills

**Preparation  
continued:**

or three weeks ahead and ask for a specific day's newspaper. If you are using newspapers in your classroom, contact your area Newspaper in Education Manager and ask for the Target Date list and instructions.

Students can also do the activity below if everyone has the same newspaper. You can more easily teach the terms if everyone uses the same newspaper. Giving students different newspapers requires them to apply the terms to other content, once they know the terms.

Refer to Newspapering, Lesson 3, page N 11 for more ideas on teaching newspaper terms and, to locate a labeled front page, see the Appendix, A 5.

**Activities:** Ask students to locate the following items on a front page. They can write the number of the item alongside an example in the newspaper. They can work as a group, write the terms on sticky notes and paste the notes on the items in the newspaper. They can also cut out, label items and place them in a scrapbook or create an illustrated dictionary of newspaper terms.

1. Logo or Flag
2. Headline
3. Banner headline
4. Lead or top story
5. Cut
6. Photo caption
7. Cutline
8. Wire service
9. Dateline
10. Lead paragraph
11. Byline
12. Jump line
13. Index
14. Skybox

Note that a newspaper may not include all of the terms. For example, most top stories do not carry banner headlines. Many newspapers do not run skyboxes.

Conduct similar activities with editorial pages. Provide the following list of terms and have them find examples in newspapers:

1. Editorial
2. Letter to the editor
3. Column
4. Political cartoon
5. Masthead



## LANGUAGE ARTS • NEWSPAPER TERMS/ORAL and WRITTEN LANGUAGE,★ continued

### Activities continued:

Follow up the activities by having students create fixed or portable bulletin boards on which they display labeled front and editorial pages. They can draw lines from the terms to the item in the newspaper or use yarn to connect them. Provide the glossary of newspaper terms in the back of this teacher's guide.

word study  
study skills

## LANGUAGE ARTS • LISTENING CAREFULLY/ ORAL LANGUAGE

**Goal:** To apply enabling strategies and skills to read and write.

**Preparation:** Provide copies of newspapers.

**Activities:** Instruct students to listen carefully to what is read to them. Give them a specific kind of word (action word, color word, etc.) for which to listen, and create a signal for students to give when they hear the specific words.

One way to vary the activity is to ask students to select a word from the newspaper. Slowly say a sequence of words, including the special word. Ask students to clap every time they hear that word.

Have students find a series of letters or words in the newspaper. One student says the letters/words and the others take turns repeating them.

word study

## LANGUAGE ARTS • COMPLETING the PICTURE/ ORAL LANGUAGE

**Goal:** To apply enabling strategies and skills to read and write.

**Preparation:** Cut simple photographs from the newspaper. Prepare for the activity by cutting off parts of the photographs.

**Activities:** Show photographs to students and ask them to tell what is missing. Have them attach a photo to a blank sheet of paper, then draw missing parts, and discuss why missing parts are needed to complete the photograph.

Then ask them to draw their own examples of objects with missing parts and have other students tell what is missing.

viewing

## LANGUAGE ARTS • DISCOVERING RELATIONSHIPS/ ORAL and WRITTEN LANGUAGE

**Goal:** To apply enabling strategies and skills to read and write.

**Preparation:** Provide copies of the newspaper, construction paper, glue and scissors.

**Activities:** Have students cut out newspaper photographs and words that can be related to each other. Photographs may relate to photographs, words to words or photographs to words. Encourage students to explain the relationships.

word study  
viewing

## LANGUAGE ARTS • OBSERVING PHOTOS/ ORAL and WRITTEN LANGUAGE

### word study viewing

**Goals:** To apply enabling strategies and skills to read and write.  
To apply strategies and skills to create oral, written and visual texts.  
To make connections through the use of oral language, written language and media and technology.

**Preparation:** Provide newspapers and the student worksheet LA 8-3.  
Select or have students select photographs. Choose action photographs that are likely to interest students and elicit a response from them. Also find photos that need cutlines to be understood. For example: Some cutlines identify people and places that are not readily identifiable.  
Use this activity to introduce the 5Ws and How questions to younger students.

**Activities:** In class discussion or in smaller groups, discuss the content of each action photo. Provide the graphic organizer, LA 8-3. Ask questions to encourage careful analysis of the photographs. Examples of such questions are:

1. How many people are in the photo? What is their relationship to each other?
2. How many cars are on the scene?
3. What clues tell the season or weather conditions?

With the photos that need cutlines, have students guess at the content of the cutline. Encourage them to share all their ideas. Some are likely to recognize famous people and highly publicized events. Then read the cutline to them. See how close they come to supplying the information given in the cutline.

As an extension, ask students to look at selected photos and list words that tell what they see. Write the words on a chart or board. After the words are listed, discuss the different types. For example: Some words name items in the photo, and others describe feelings, places or people. Adequate responses are those that are logically related to the photographs.

In a class discussion or in small groups, ask students to use the words in sentences, paragraphs or stories that describe the photos. Or have them tell stories. Each student should contribute to the story, picking up where another student ends.

## LANGUAGE ARTS • LETTER SOUNDS and RECOGNITION/ ORAL and WRITTEN LANGUAGE

word study

**Goals:** To apply enabling strategies and skills to read and write.  
To make connections through the use of oral language, written language and media and technology.

**Preparation:** Provide copies of newspapers, glue, scissors, construction paper and index cards.

**Activities:** Have students cut out the alphabet using headlines and other large print letters. Ask them to arrange the letters in alphabetical order on construction paper. Then ask students individually or in small groups to give examples of words beginning with various letters or find words or items in the newspaper for each letter.

To include additional skills, ask for words ending with various letters or for words containing various letters in the middle position. Have students find newspaper photographs that contain objects whose names begin/end with various letters. When appropriate, emphasize various sounds individual letters represent. For example: the hard and soft sound of “g” as in “good” or in the word “giraffe.”

Try another approach. Using large index cards, have students create their own flash cards by gluing items from the newspaper that begin or end with different letters and sounds. To build vocabulary, they should exchange cards with other students and read other people’s words, asking for help when it is needed.

## LANGUAGE ARTS • HIGH FREQUENCY WORDS/ WRITTEN LANGUAGE

word study

**Goal:** To apply enabling strategies and skills to read and write.

**Preparation:** Provide copies of newspapers and felt-tip markers.

Write five to ten examples of high-frequency words on the board. Use prepared lists like the Fry Word List or the Dolch Word List. Write an equal number of non-frequency words that are found in newspapers.

Conduct a Web search to find sites that list the Dolch and Fry words. Individual schools often list the words on their Web sites. Two sites located on April 11, 2003:

<http://www.kidzone.ws/dolch/preschool.htm>

[http://www.boiseschools.org/curriculum/la\\_supplement/la\\_frylist.pdf](http://www.boiseschools.org/curriculum/la_supplement/la_frylist.pdf)

**Activities:** Have students locate and circle the high-frequency words in the newspaper. Do the same with non-frequency words. Compare the numbers. To incorporate writing skills, allow students to make their own sentences that contain high-frequency words and underline the words.

Then have students prepare a bar graph indicating the frequency with which the high-frequency words are used. Compare a 100-word passage in the newspaper with a 100-word passage in a textbook to see which contains the most high-frequency words.

Also, work with other words, ones that create mental images, while studying high-frequency words.

## LANGUAGE ARTS • SYLLABICATION and PRONUNCIATION/ WRITTEN LANGUAGE

word study

**Goal:** To apply enabling strategies and skills to read and write.

**Preparation:** Provide newspapers, dictionaries and felt-tip markers.  
Name objects in the classroom and ask students to identify the number of syllables in the words.

**Activities:** Have students skim the newspaper for all the one-, two-, three-, four- and five-syllable words they can find in a ten-minute time limit. Have them circle the words and use a dictionary to check syllabication, pronunciation or definition. Stimulate further discussion with questions such as:

1. Which category has the most words?
2. Does one article have many words with three or more syllables? Why? does the article deal with complex topic and contain technical words?
3. Do certain types of writing such as business reports, editorial reviews, world news and science and technology contain more four and five syllable words?

## LANGUAGE ARTS • PREFIXES and SUFFIXES/ WRITTEN LANGUAGE

word study

**Goal:** To apply enabling strategies and skills to read and write.

**Preparation:** Provide pages of the newspaper and felt-tip markers.

**Activities:** Engage students in a relay race to find prefixes or suffixes on a page of the newspaper. Give them three minutes. Each prefix or suffix is circled and counts as one point. Words containing both prefixes and suffixes are worth five points. Total the score.

Also, have students cut out words and their prefixes and suffixes and collect what they find in an envelope. They should exchange with another student and form as many words as they can, using the root words, prefixes and suffixes they are given. Award one point for each word with a prefix or suffix and three points for words with both. Discuss the meanings of the prefixes and/or suffixes.

To stress specific prefixes or suffixes, form teams to locate the prefixes and suffixes in the newspaper.

## LANGUAGE ARTS • LEARNING NEW WORDS/ WRITTEN LANGUAGE

**Goal:** To apply enabling strategies and skills to read and write.

**Preparation:** Provide newspapers and the student worksheet DEVELOPING a WORD BANK, LA 11-4. Also provide index cards for recording new words. Make dictionaries available.

Explain that newspapers can introduce many new and interesting words into students' vocabulary. Present the steps below for them to use when faced with new words:

1. Figure out the meaning from the sentence.
2. Take off the ending then try to make a new word.
3. Break the word into syllables. Use prefixes, suffixes and root words for clues to the word's meaning.
4. Sound out the word and think of other words that begin or end in the same way.
5. Ask a fellow student or teacher.
6. Look it up in a dictionary.
7. Keep a list of words you learn. Write them on cards, share and exchange with other students or keep a running list of words and definitions in a word bank. Use the student record sheet, LA 11-4.

**Activities:** Ask students to circle or write down any new words they encounter in their newspaper reading. They should apply the steps to new words they find and check off the strategy as they go down the list. Have them record the new words in a word bank and write the last step (1, 2... or 6 above) to figuring out the word. Also have them write down words on index cards for sharing with other students. Ask questions such as which is the biggest, funniest, worst and best new word.

## LANGUAGE ARTS • DEVELOPING a WORD BANK/ WRITTEN LANGUAGE

**Goals:** To apply enabling strategies and skills to read and write  
To apply conventions of grammar and language usage.

**Preparation:** Provide copies of the newspapers and the student worksheet LA 11-4.

**Activities:** Each day, have students select two unfamiliar words from the front page, editorial pages or other pages of their newspaper. Have them apply context clues to see if they can identify the meaning of the words. Using the dictionary, have students find and record definitions of the words to develop a word bank. Provide graphic organizer LA 11-4. Ask them to make their own sentences with the words. Use selected words to create a spelling list.

Also, have students see how often words are repeated in the newspaper and determine the emotional impact of the words.

## LANGUAGE ARTS • UNDERSTANDING NEW WORDS

word study

**Goals:** To apply enabling strategies and skills to read and write.  
To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers and the two student worksheets LA 12-5 and LA 12-6 designed to help students learn, remember and understand new words.

**Activities:** Have students locate unfamiliar words in the newspaper. They may come from any section of the newspaper. If working on a particular subject, students can choose the words from stories about that subject, or they can choose words from stories that interest them.

Choose one or both graphic organizers LA 12-5 and LA 12-6 for students to use in thinking and writing about the words.

## LANGUAGE ARTS • COMPOUND WORDS/ WRITTEN LANGUAGE

word study

**Goal:** To develop and apply enabling strategies and skills to read and write.

**Preparation:** Provide copies of newspapers, felt-tip markers, construction paper and/or index cards. Explain that a compound word is two or more small words combined to form a larger word. Ask students to give examples orally.

**Activities:** Have students locate, circle, and write on the board as many compound words as they can find in the newspaper within a five-minute period. Have them use the words in spoken or written sentences.

Extend the activity. Have students cut out compound words and divide each into two words. Have them glue the words on index cards or construction paper for ease in handling. Have them cut apart the compound words. Then have them exchange word cards with other students and create as many new compound words as they can in a five- to ten-minute period. Give one point for each compound word.

## LANGUAGE ARTS • ALPHABETICAL ORDER/ WRITTEN LANGUAGE

word study  
informational

**Goals:** To apply enabling strategies and skills to read and write.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers.

**Activities:** Have students look for lists in the newspaper that are in alphabetical order. Examples are the index, temperatures listed by city, movies in town, stocks, obituaries and certain sections of the want ads. Have them locate other lists in the newspaper that are not in alphabetical order and try to figure out why those are not alphabetized. For example: In the sports scoreboards, the team with the best record is listed first.

To make use of the alphabetical lists in the newspaper, list the items out of order. Ask students to put them in alphabetical order and check their work using the newspaper lists. Direct them to make a shopping list and other lists and put the items in alphabetical order. Ask them if having the lists in alphabetical order serves any purpose, if it will help them in any way when they go shopping.

## LANGUAGE ARTS • ABBREVIATED WORDS/ WRITTEN LANGUAGE

**Goals:** To apply enabling strategies to read and write.  
To apply grammar and language conventions to communicate effectively.

**Preparation:** Provide copies of newspapers and discuss the use of abbreviations. Include both formal and informal abbreviations. Formal abbreviations include standard, accepted abbreviations found in print. Informal abbreviations include abbreviations used when writing notes or making grocery lists. For example: tom. for tomato; det. for detergent.

**Activities:** Give students ten minutes to locate at least five abbreviations in each of the following sections of the newspaper: front page, sports, TV-movies, stock market, retail ads and classified ads. Students can write, highlight or circle the words or cut out the passages that contain the words. Have students exchange papers with a partner and try to figure out the meaning of the abbreviations out of context, then in context.

Make a list of abbreviations from the newspaper and discuss how prior knowledge of the subject improves understanding of abbreviations. For example: If someone is knowledgeable in sports, “RBI” will be read quickly as “runs batted in.”

Have students use informal abbreviations to make a shopping list using food ads. Also have students take notes on newspaper articles. They should compare lists or notes and draw conclusions about the ways abbreviations are derived.

word study  
grammar usage

## LANGUAGE ARTS • GRAMMAR WORD GROUPS/ ORAL LANGUAGE

**Goals:** To apply strategies and skills to create oral, written and visual texts.  
To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers, felt-tip markers and index cards.

**Activities:** Have students circle verbs in headlines and substitute words that will not change the meaning of the headlines. Discuss which words are best in the context.

Group students in pairs and have them find and circle as many examples of antonyms, synonyms or homonyms as possible within a specified time limit. Have students write their own sentences containing the words.

Give them an article or advertisement to rewrite, substituting antonyms for adverbs and adjectives so that the viewpoint is changed.

Cut adjectives and adverbs from the newspaper and mount them on 3 by 5 cards. Divide students into two teams. Give each player a part of the newspaper such as an article, page, ad or comics. Draw a card showing an adjective or adverb. The teams can race to see who can find a synonym for the word first using the part of the newspaper that you assign them. The team getting the most points wins.

word study  
grammar usage

## LANGUAGE ARTS • SELECTING the BEST VERB/WRITTEN LANGUAGE

word study  
grammar usage

**Goals:** To apply enabling strategies and skills to read and write.  
To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers and felt-tip markers.

**Activities:** Have students underline verbs in headlines and think of synonyms for the words out of context and in context. Synonyms chosen out of context are often inappropriate in the context of the headline. Many verbs have implied meanings and function as nouns in different contexts.

After synonyms are listed, have students decide which verb is best. This is the same responsibility the headline writer has—to select the best word in context.

Follow up by having students find the verbs that serve as the predicates of sentences in the opening paragraphs of stories. Tell them the predicate answers the key question, What is the action? or What happened? The other questions—who, when, where, why and how—flow from the action: Who took the action? Where did the action take place? When did the action take place? Why did the action take place? How did the action take place?

Each time students work with verbs, explain how important verb choice is. Ask if the writer chose the right or best verb in their opinion. Emphasize that strong verbs are building blocks in good writing.

Because sports writers use colorful verbs, that section would be a good place to begin a study of verbs.

## LANGUAGE ARTS • A SENTENCE and ITS PARTS/WRITTEN LANGUAGE

word study  
grammar study

**Goal:** To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers and the student worksheets LA 14-7 and LA 14-8. Describe a “sentence:”

A sentence has a subject and predicate. The simple subject and predicate are the words that describe the action (the verb) and the person, place or thing (the noun) that committed the action. A sentence begins with a capital letter and ends with a punctuation mark.

There are four types of sentences. A declarative sentence makes a statement. An interrogative, asks a question. An exclamatory sentence expresses strong emotion. An imperative, is a command.

**Activities:** In newspapers, have students find examples that demonstrate they understand what a sentence is. They can cut out and paste or write down what they find. Provide the graphic organizer LA 14-7 for students to record their answers.

Follow up by having students look in newspapers for application of other grammar rules and to locate words and phrases to illustrate the eight parts of speech.

Have students analyze nouns. Provide graphic organizer LA 14-8. Use the graphic organizer on nouns as a model for designing organizers about verbs, conjunctions, prepositions, etc.



## LANGUAGE ARTS • COMPLETING SENTENCES/ WRITTEN LANGUAGE

- Goal:** To apply grammar and language conventions to communicate effectively.
- Preparation:** Provide newspapers and the student worksheet LA 15-9. Make sure that students can identify headlines. Tell students that headlines generally have subjects and verbs, but to save space, headline writers use key words and often leave out words such as “the,” “and,” “a” and helping verbs. Choose an interesting headline and ask them to listen for the words that are missing as you read it. Help them make the headline into a complete sentence.
- Activities:** Provide the student worksheet LA 15-9 and have students choose headlines to make into complete sentences.

word study  
grammar study

## LANGUAGE ARTS • SPELLING and GRAMMAR/ WRITTEN LANGUAGE

- Goals:** To apply enabling strategies and skills to read and write.  
To apply conventions of grammar and language usage.
- Preparation:** Provide newspapers and explain the reasons for misspellings in the newspaper. Some are mistakes; others are intentional. Advertisers misspell words to establish trade names and attract attention to their products. Colloquial speech and dialect are also used to make dialogue realistic. Andy Capp and other comic strips provide good examples.
- Activities:** Have students look for misspellings in the newspaper and decide whether the error was intentional or not. When spelling errors are intentional, have students explain the writer’s purpose. When errors are accidental, have them make corrections.
- Follow the same procedure for other types of grammar. For example: When sentences are incomplete in ads, headlines, captions and stories, have students decide if there are valid reasons for using abbreviated and/or incomplete sentences or if those are errors and need correction. Some unconventional writing (use the poetry of e.e. cummings as an example) is part of style and can be debated, but no final conclusion can be drawn about the absolute correctness of unconventional approaches.

word study  
grammar usage

## LANGUAGE ARTS • PROOFREADING/ WRITTEN LANGUAGE

- Goal:** To apply conventions of grammar and language usage.
- Preparation:** Make available to students the guide sheet for proofreading that is in the Appendix, A 7. It is based on *Proofreaders’ Marks, Associated Press Stylebook and Briefing on Media Law*, Norm Goldstein, Editor.
- Activities:** Have students practice using the proofreaders’ marks by editing a piece of writing you give them. You may present writing that contains one or a few mistakes and tell them which error or errors to look for and have them mark the errors. After they have learned how to mark all types of errors, present them with a writing sample that requires them to use all of the marks. You may rewrite and introduce errors into different newspaper stories and have them mark the errors you create.

grammar study

## LANGUAGE ARTS • PROOFREADING/ WRITTEN LANGUAGE, continued

grammar study

**Activities continued:** Have students use the marks when editing their own work and when they edit other student's work. Use the marks when you are editing their writing. Encourage other teachers who work with your students to use the same system for editing, so that students receive consistent feedback.

## LANGUAGE ARTS • ORGANIZATIONAL WORDS/ WRITTEN LANGUAGE

word study  
informational  
language usage

**Goals:** To develop and apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.  
To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers and the following examples to help them identify words that indicate the organization of writing:

- Listing- to begin with, first, secondly, next, then finally, most important, also, for instance, for example
- Time sequence- on (date), not long after, now, before, after when
- Compare/Contrast- however, but, on the other hand, either...or, while, although, similarly, yet
- Cause/Effect- because, since, therefore, consequently, as a result, this led to, so that, nevertheless, thus \*

**Activities:** Tell students that newspapers, like other informational material, use specific words that signal the organizational pattern of the writing. Share some examples of newspapers stories that use signal words.

Have students collect their own examples of the different organizational styles of newspaper writing. Encourage them to look in all sections. They should highlight the signal words and use them in their own writing.

\*Garrett, *From Writers to Readers*, NAA Foundation

## LANGUAGE ARTS • WORDS that MEASURE/ WRITTEN LANGUAGE

word study

**Goals:** To apply enabling strategies and skills to read and write.  
To make connections through the use of oral language, written language and media and technology.

**Preparation:** Provide newspapers.

**Activities:** Have students skim the newspaper for words or phrases relating to size, location, time, quantity or money and write the words they find on a sheet of paper. Examples of words include; hour, big, meter and dollar. Write category headings on the board and form teams to participate in a relay race. Tell each team to write words or phrases on the board under the appropriate heading.

## LANGUAGE ARTS • VALUE WORDS/ WRITTEN LANGUAGE

word study

**Goals:** To apply enabling strategies and skills to read and write.  
To make connections through the use of oral language, written language and media and technology.

**Preparation:** Provide copies of the newspaper and felt-tip markers. Give an example that shows the different meanings applied to value words. The word “student” takes on special meaning in a story about protest. Word meanings depend on the context and the readers’ experiences.

**Activities:** Have students skim articles in the newspaper and circle value words or words with implied as well as stated meanings. Discuss usage of these words and how meaning is affected if other words are used. Examples of value words include exciting, interesting and ugly. Such words as revolutionary, conservative, liberal, red, right-wing and left-wing have implied meanings.

More recently such words as terrorist, weapons of mass destruction and homeland security have been introduced. Ask students to identify, define and discuss recently-introduced words with strong connotations.

## LANGUAGE ARTS • CONTENT AREA VOCABULARY/ WRITTEN LANGUAGE

word study

**Goals:** To apply enabling strategies and skills to read and write.  
To make connections through the use of oral language, written language, media and technology.

**Preparation:** Provide newspaper articles on a topic(s) being studied. Write the word “bar” on the board and ask students to give as many meanings of the word as they can. Emphasize that the meanings of words can change according to the context in which they are used. For example: bar of candy, bar someone from a room, etc.

**Activities:** When studying a particular topic, encourage students to note words in newspaper articles that are peculiar to that topic and list words that have specialized meanings in that content area. Have students note multiple-meaning words.

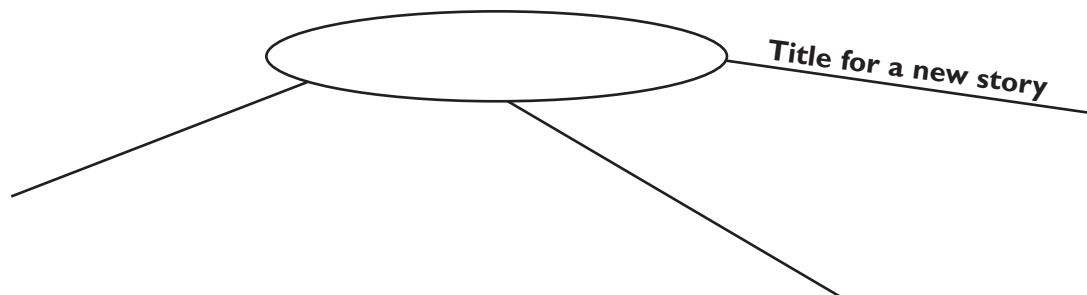
## LANGUAGE ARTS • WORD BUBBLES/ WRITTEN LANGUAGE

word study

**Goals:** To apply enabling strategies and skills to read and write  
To apply conventions of grammar and language usage.  
To use and evaluate informational materials.

**Preparation:** Provide newspapers and the student worksheet LA 18-10.

**Activities:** Provide newspapers and the sample below to help them understand how to use word bubbles.



Ask them to figure out what goes in the oval and then think of two other characteristics of the item. The example above refers to a “headline.” On the two other lines, students might list “main idea” and “large, bold print.”

Using newspapers, have students construct word bubbles for other students. Have them look for a person, place or event in the news and write about it on one of the lines. They should give their word bubble to another student and see if that student (team or group of students) can figure out the person, place or event and on the two remaining lines, add other characteristics they learn from reading about that person, place or event in the newspaper. To make the activity easier, students can provide other students with the name of the section or page number where they obtain their information.

## LANGUAGE ARTS • BINGO/ ORAL and WRITTEN LANGUAGE

word study

**Goals:** To apply enabling strategies and skills to read and write.  
To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers. To use in the game, provide the Bingo card on LA 18-11 and small objects such as beans or buttons for students. They should play the game after studying a list of vocabulary words. When learning about newspapers, you can use newspaper terms given in the Appendix, A 1–A 6.

If students are using newspapers to learn new words, draw from the list of vocabulary that students develop and share with each other. Choose twelve words for students each time they play Bingo. Write each word and its definition on an index card.

**Activities:** Give students a blank Bingo card with 25 squares. Have them write “free” in the center square. List the 12 words on a chart or overhead, and have students write each word onto two squares of the Bingo card in an order they choose.

Call out the meaning of a word and have students place a button or other marker on the space. The person who finishes a line should call “bingo.” Reread the definitions and have the student point to the word on his or her card for checking answers and reinforcement.

- Goals:** To apply enabling strategies and skills to read and write  
 To apply strategies and skills to create oral, written, and visual texts.  
 To make connections through the use of oral language, written language and media and technology.  
 To apply conventions of grammar and language usage.

**Preparation:** Provide students with newspapers. Select photographs or stories to use in discussion and writing. Review the philosophy of the language experience approach to reading and use it as the basis for newspaper activities.

The language experience approach to reading and writing incorporates all of the communication skills emphasizing reading, writing, listening, speaking and viewing.

The following rationale outlined by Roach Van Allen (1962) states:

1. What I think about, I can talk about.
2. What I say, I can write, or someone can write for me.
3. What I write, I can read.
4. I can read what I have written, and I can also read what other people have written for me to read.

When using the language experience approach, always be aware of students' background experiences, interests and facility with the language. Vary the groupings. Work with individuals, small groups or whole class. As the teacher, correct any obvious errors in grammar. For example: If a student describes a photograph in the newspaper and says, 'The boy runned down the street,' you should write and say, "The boy ran down the street." Any specific skills such as punctuation, capitalization, verb tense, inclusion of five Ws can be emphasized and reinforced when using the language experience approach.

**Activities:** Have students select a photograph from the newspaper and write sentences or paragraphs to describe it. Younger students should dictate the information while you or another student writes it. Prior to writing, have students discuss the photograph and relate their background experiences to it. Also have them write cutlines.

Ask students to read a newspaper article dealing with a specific topic. Conduct discussions and make writing assignments. The following illustrates the process:

Ask students to read about friendship. Discuss the elements of friendship as stated in the article. Those may differ, depending on the types of friendship. For example: One student may read a news story about the friendship between two countries, while another student reads a feature article about the friendship between two people. Emphasize the similar as well as the dissimilar elements. Then ask students to write several paragraphs (depending on directions from you) about friendship. Request that students follow the rules of grammar.

An approach for older students is to ask them to write decision stories (or letters to the editor) based on situations presented in the newspaper. (McWilliams and Smith, November 1981) Include personal issues found in advice columns and stories and issues related to school and the community. For example: You are the President faced with a foreign policy decision; that is, whether to send American troops into another country... What do you do?

## LANGUAGE ARTS • READING for a PURPOSE/ ORAL and WRITTEN LANGUAGE★

informational  
expressive

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Make available a class set of newspapers.  
Select an interesting story to read aloud or have students read silently. After the reading, ask students why they think it was selected. Have them identify several possible reasons for the selection. Then explain why you chose the story. The subject may relate to something the class is studying; it may be very interesting. Point out that people read particular stories for different reasons or purposes.

**Activities:** Give students 15 minutes to read the newspapers on their own. Afterwards, ask them to identify and explain what they read and why they chose those articles to read. They should also discuss the section of the newspaper where the stories were located, whether they knew where to look for the stories they chose or they found them as they scanned the newspaper. Ask if they used the index, the flags of different sections, headlines or photos to identify the stories they chose.  
After reading, ask them to compile a list of their different purposes for reading. Ask whether they chose stories based on interest (a desire to know) or significance (a need to know). Emphasize the importance of reading a variety of stories about a wide range of subjects.

## LANGUAGE ARTS • ENJOYING READING/ WRITTEN LANGUAGE★

informational

**Goals:** To explore and analyze informational materials.  
To use language to express individual perspectives through analysis of personal, social, cultural and historical issues.

**Preparation:** Make available a class set of newspapers. Use the newspaper to promote the reading habit and reading for enjoyment. Regular reading offers opportunities for improving reading ability and for continuing education after formal schooling is completed.  
Ask students to describe the content of various newspapers and point out the differences. For example: Some carry international news; others cover local, social and athletic events. Also point out the variety in each newspaper. The content may range from comics to stock market reports and business news.  
Explain that the reader's choice of a newspaper and of stories in a newspaper is personal.

**Activities:** Distribute newspapers to students. Give them 15 minutes to read on their own. Afterwards discuss the types of articles and sections that the students choose to read. Encourage the students to explain why certain articles appeal to them. Use the following questions:

1. Is the topic interesting?
2. Is the topic significant?
3. Is the story featured prominently in the newspaper?
4. Does a photograph or headline call attention to the article?
5. Is the writer particularly skillful and/or entertaining in his/her presentation?

**Activities,  
continued:**

Follow the discussion with an analysis of the amount of time spent on each article. Direct the class with questions such as: Was some information read quickly? Was some read slowly for details?

Allow students free reading time on a regular basis and discuss changes in preference. Consider having them record comments on their reading in journals and having them look back on their comments later in the year. Often through newspapers, students learn to read and appreciate information about a wide range of subjects. Over time, they will devote more time to news stories and editorials and develop an interest in knowing more about the causes and consequences of current events. Their new interests will lead them to other materials such as books, magazines, textbooks and Internet sources and will broaden their vocabulary.

**LANGUAGE ARTS • For the LOVE of READING/ WRITTEN LANGUAGE★**

**Goals:**

To apply strategies and skills to comprehend text that is read, heard and viewed.

To use and evaluate informational materials.

To use language to express individual perspectives drawn from personal or related experiences.

**Preparation:**

Provide newspapers and look for stories and sections of the paper that will interest students. Make a list of headlines from stories, features such as puzzles, comics, advice columns and/or subjects from one day's newspaper that you think will appeal to students. Write down page numbers and section names to help students locate each feature.

Often young students will get acquainted with newspapers through photos, comics, ads, sports stories or stories about people they know. By using features like those, students will be motivated to read and will likely have the background knowledge to understand what they see and read. If your newspaper runs a special page, section and/or serial stories for young readers, consider ordering your classroom newspapers on the day or days they run.

**Activities:**

Have students look over your list and choose one or more stories or features to read on their own. Have them look through the newspapers for additional items of interest.

After helping students identify interesting stories, have them look through one or more sections individually or in groups and create lists of recommended reading from different days' newspapers based on their interests.

If making assignments based on the reading, do not make them too long, relate what they read to things they are studying whether in science, health, history or literature and invite open-ended discussion.

As you get to know individual students and discover their interests, direct them to stories about things that reflect their particular interests. Their interests may range from favorite sports team, cars and music to world events. If the stories appear in newspapers that you do not have available in your classroom on that day, simply tear the page out of your home-delivered newspaper and give it to your students. The aim is to encourage them to read for enjoyment.



## LANGUAGE ARTS • The PURPOSE for WRITING/ WRITTEN LANGUAGE

informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational material.

**Preparation:** Provide newspapers and remind students of the flags that appear at the top of each major section of the newspaper. The flags may help them find the different types of writing required for the activity.

**Activities:** Select and have students read newspaper stories, short articles or paragraphs. Ask them to determine the purpose of each. Provide the following categories and tell them that stories can fit into more than one category:

- To inform
- To entertain
- To expose
- To praise
- To influence

To aid in developing critical thinking skills, give students the categories and ask them to find articles in the newspaper that fit each category. They should also indicate the sections where the stories appear.

## LANGUAGE ARTS • WHO READS NEWSPAPERS?! ORAL and WRITTEN LANGUAGE

informational  
critical

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational materials.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and the student worksheet LA 22-12. In the book, *Reading to Learn in the Content Areas*, Richardson and Morgan write extensively about the importance of motivation in reading. They devote one part of their chapter on the affective domain to a discussion of boys and reading. The following quotes come from that section:

“...boys are having far more problems with schooling than girls... As related to schools, the most outstanding statistic is that boys have far more reading problems than girls. Also, they are three to five times more likely to be diagnosed with attention deficit disorder and learning disabilities, as well as 50 percent more likely to be retained in school. Of course far more boys drop out of school than girls... A way must be found to make reading a more acceptable pastime for boys.”

According to *Facts About Newspapers*, published by the Newspaper Association of America, 58 percent of men and 51 percent of women read the newspaper daily and 63 percent of men and 64 percent of women read the Sunday newspaper.

The same report shows a steady increase in readership based on age and education levels. Of individuals with less than a high school education, 35 percent read daily. Of individuals with post-graduate degrees, 70 percent read daily. Among 18- to 24-year olds, 39 percent read daily and 49 percent read on Sunday and among 65-year olds and older, 72 percent read daily and 76 percent read Sunday newspapers. ([http://www.naa.org/info/facts02/5\\_facts2002.html](http://www.naa.org/info/facts02/5_facts2002.html)).



## LANGUAGE ARTS • WHO READS NEWSPAPERS?/ ORAL and WRITTEN LANGUAGE, continued

### Preparation continued:

The purpose of the following activity is to have students conduct and examine informal research and to help reluctant readers identify role models who will encourage them to read. (Is there anything in newspapers to appeal to boys who are reluctant readers?)

### Activities:

Have students conduct interviews to find out if adult men or women are more likely to read newspapers. They may also ask the people they interview how old they are to see if age makes a difference in whether someone reads a newspaper. Choose a number of people for them to interview, perhaps five men and five women or ten men and ten women. Allow your students a week or more to conduct the interviews and encourage them to identify people to interview that other students are not likely to talk to. They may interview people in their neighborhoods, places of worship, parents' friends, relatives, etc. Provide the graphic organizer LA 22-12.

Ask them to compile results and determine if newspapers are a medium that men (and boys) are more likely to read. Follow up by discussing answers to all questions on the survey:

1. Do you read newspapers on a regular basis?
2. What are your favorite parts of the newspaper?
3. How does reading the newspaper benefit you? Do you enjoy the reading? Do you use the information? How?

## LANGUAGE ARTS • The IMPORTANCE of FACTS/ WRITTEN LANGUAGE

**Goal:** To use and evaluate informational materials.

**Preparation:** Provide sections of the newspaper containing local news and the student worksheet LA 23-13.

**Activities:** Ask students to read two articles in the newspaper and list the facts presented in each article. Then have students write why each fact is important and how the facts presented relate to each other.

Have them list facts in order of importance from their own point of view and the point of view of others in the local community. Provide the graphic organizer LA 23-13.

## LANGUAGE ARTS • The MOST IMPORTANT STORY/ WRITTEN LANGUAGE

**Goals:** To explore and analyze informational materials.  
To use critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide copies of the newspaper and discuss the following factors that determine the importance of an article: people involved, kind of event, place where the event occurred, timing of the event and reasons for actions described in the article.

**Activities:** Allow 15 minutes for students to read newspaper articles. Ask students to write the headline of the article they consider the most important and list reasons why they chose that particular article. Then have students compare and give reasons for their choices.

## LANGUAGE ARTS • LISTENING for KEY INFORMATION/ ORAL and WRITTEN LANGUAGE

informational

- Activities continued:** Discuss the questions:
1. Did the majority of students choose the same article that was chosen by the newspaper editors?
  2. Did the group discussion change anyone's opinions about the importance of articles in the news? If so, how and why?

## LANGUAGE ARTS • LISTENING for KEY INFORMATION/ ORAL and WRITTEN LANGUAGE

informational

- Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.
- Preparation:** Select several newspaper articles to read aloud to students.
- Activities:** Read a short newspaper article and ask students to listen for the five Ws (who, what, where, when and why) and how.  
After reading the article aloud to the students, ask them to answer orally or in writing the answers to the five Ws and how questions. Tape other articles for a listening center.  
Let students select partners and read news articles or feature stories to each other. After each is read, have the other summarize the article either orally or in writing. Ask them to identify the article as a news story or a feature story.

## LANGUAGE ARTS • QUESTION WORDS/ WRITTEN LANGUAGE

informational

- Goals:** To develop and apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.
- Preparation:** Provide newspapers and the student worksheet LA 24-14. Discuss the importance of question words in understanding and responding to questions. A student must understand the question before giving an answer. Tell them when answering the five Ws and H questions to focus first on the action or the answer to the "what" question.
- Activities:** Present the following categories:
- Who?      What?      When?      Where?      Why?      How?
- Ask students to find words, phrases, or pictures in newspapers that fit into the categories. What they find can be listed on paper or cut and pasted on a class chart. Explain that whys and how are difficult to picture, often disputed and require lengthy explanation.
- Also, point out the lead paragraph of a story that answers the questions who, what, when and where. Provide the graphic organizer LA 24-14. Look for other paragraphs that take a different approach, such as the anecdotal lead. Look on pages N15-17 and N21-22 for more information about lead paragraphs.
- For an expressive writing exercise, have them choose one answer from each question to build sentences or a paragraph. Ask if there are any funny or absurd sentences that result.

## LANGUAGE ARTS • PREPARATION, ASSISTANCE, REFLECTION/ ORAL and WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational materials.

**Preparation:** Provide newspapers and two student worksheets, LA 25-15 and LA 25-16. Whenever students work with individual newspaper stories, prepare them by adding to their background knowledge about the subject. Assist them in their reading through questions and discussions and have them reflect on their reading. The Preparation, Assistance and Reflection model is called PAR. (Richardson and Morgan, *Reading to Learn in the Content Areas*)

**Activities:** When preparing students to read a story, emphasize study skills. Have them study the headline, subhead, any photo and cutline, map and graphic that go with the story they are reading. They should predict what happens in the story. Provide the graphic organizer titled PREPARING to READ, LA 25-15 for students to record their answers.

Further prepare students to read a story by building on what they already know about the subject. Ask what students already know about the topic. They can work in groups with one student recording all of the information. When working as a whole class, you should record responses.

Students should come up with questions they expect to answer through their reading. Have them read to discover the answers, and discuss their answers in groups. Then they should share answers with the whole class and together come up with the best, most complete answers to the questions.

After the discussion, ask them discuss what they still want to know and how they can find the answers. Some or all students may be assigned to pursue answers to the questions and report back to class.

Also, use the graphic organizers, LA 25-15A and LA 25-15B, to help students understand how newspapers and stories are organized.

Follow the steps in PAR with several stories and allow different groups of students to conduct the research to come up with answers to the remaining questions. Graphic organizer LA 25-16 provides an outline of the process.

informational

## LANGUAGE ARTS • PAIRED READING/ ORAL and WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational material.

**Preparation:** Select a short newspaper article or select a meaningful passage to read aloud from the newspaper.

**Activities:** Read the short article or passage you choose. Divide the students into pairs. Designate someone to listen to the other who recalls the information from memory. The listener can ask only clarifying questions.

Vary the approach by having a student select the passage and read to the class or add a third person to each group that will choose and read the passage.

informational

## LANGUAGE ARTS • RESPONDING in a PARAGRAPH/ WRITTEN LANGUAGE

informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational materials.

**Preparation:** Provide newspapers.

**Activities:** Select a story or have students select a story or a summary in the newspaper to read. Have them respond to their reading by completing the following sentences.

I learned a lot about...

I learned that...

I also learned that...

The most interesting thing I learned was...

They should string the sentences together and add a title to their paragraph. As they learn to complete the sentences, ask them to write more when responding and offer other open-ended sentences, such as I wonder why....

## LANGUAGE ARTS • RELATED and UNRELATED/ WRITTEN LANGUAGE

informational

**Goals:** To explore and analyze informational materials.  
To make connections through the use of oral language, written language and media and technology.

**Preparation:** Provide copies of newspapers.

**Activities:** Have students read the same article in the newspaper. Write on the board several phrases related and unrelated to the article. Ask students to select those phrases pertaining to the article and explain why particular phrases were selected and others were not selected. For example: Article-Magnet Schools: Phrases written- "eliminates forced busing," "parents involved," "Christmas is soon" and "students are concerned."

A preliminary activity following similar guidelines should be used incorporating photographs from the newspaper. Form small groups with members writing related/unrelated phrases and exchanging photographs and phrases with another group. The partner group then matches the appropriate phrases with each other or with the photographs, articles or topics.

## LANGUAGE ARTS • CATEGORIZING NEWSPAPER CONTENT/ WRITTEN LANGUAGE

**Goals:** To develop and apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers.

**Activities:** Develop categories for students to use with content in the newspaper. For example: Have students locate the movie reviews and the list of TV movies in the newspaper and classify them as follows: comedy, tragedy, horror, suspense and action.

Come up with other categories. For example, young students can use ads to find items for each room in the house, cut out and glue the items on a large outline of a house. They can find items in ads that appeal to the different senses or organize the items in ads according to their function.

informational

## LANGUAGE ARTS • REWRITING/ WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational materials.

**Preparation:** Provide newspapers and choose stories or photos and cutlines for students to rewrite. Students can also use advice columns, letters to the editor and other types of writing that appear in a newspaper.

**Activities:** Have advanced readers write summaries, tear out the page where the story is found, staple the summary to the page and give the story to other students to read. To help other students understand the summary, the student writing the summary may highlight or place a check mark beside the parts of the story used in the summary. Photos and cutlines with less text than stories can also be rewritten and shared. You may need to provide models by writing a few summaries based on news stories. You will also point out that summaries can often be written by combining headlines and subheads.

informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational text.  
To refine critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide copies of the newspaper. Explain what a summary is. It is a statement in the student’s words of the author’s main points and point of view. A summary gives more details than a statement of the main idea.

The headline of a straight news story should state the main idea. The beginning paragraphs of the story, specifically the lead paragraph, provide the main points to include in a summary statement (answers to the questions: who, what, when and where). In a story with a “soft” lead, a feature story, an analysis and an editorial, the main points are less likely to be found in the opening paragraphs.

Choose and use a feature story to make your point. Read its headline to the class and point out the parts of the story that the headline writer uses in writing the headline. Then, have students read a feature story without knowing the headline and circle the parts they would use to write the headline. Then, have them write a headline that gives the main idea. They should compare theirs with the one in the newspaper. (In newspapers, copy editors write headlines.)

More and more newspapers use subheadings as well as headlines to tell the readers what stories are about. With students, read through stories with headlines and subheadings and determine if they give enough information for students to write a summary. After they read a story, discuss whether any critical information is missing from the headline and subheadings. If students think any headlines and subheadings are misleading, they should explain and think of ones that would be better.

**Activities:** Ask students to read all kinds of stories and write summaries. Have them decide which are more difficult to write. Then have them write summaries of other material such as textbooks, magazine articles or short stories, and discuss which summaries are easier to write and why. Students should also answer these questions:

1. What are the author’s main points?
2. How are the main points identified?
3. How did the author succeed or fail in getting the main points across?

To help younger students, read newspaper stories to them and have them identify the main points and list those on charts. Work with students to write the main points into the summary.

For models, look for summaries in the newspaper. Some front pages give summaries of the news and the page numbers where the full stories are located. If the newspaper being used gives summaries, identify the stories. List those on the board. Have students read the stories, write summaries and compare theirs with ones in the newspaper. See if there are summaries of TV shows or movies and use those in the same way.

If summaries are not given, select key articles, have students write summaries, and use several of the best for a “news in brief” section. Or they can read them aloud and use them to produce a radio news program.

## LANGUAGE ARTS • DRESSING for WEATHER/ WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of weather forecasts from newspapers.

**Activities:** Discuss which weather facts (rain and temperature) determine the clothing that is worn. Using weather forecasts from newspapers, have students dress a person living in their community or in another community listed in the weather forecasts. The activity can be completed by illustration, in writing or by finding appropriate photographs, pictures and drawings in the newspapers.

informational

## LANGUAGE ARTS • FOLLOWING “HOW TO” INSTRUCTIONS/ WRITTEN LANGUAGE

**Goals:** To develop and apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers that have sections requiring the reader to follow directions.

**Activities:** Divide students into pairs and ask them to choose one newspaper section that requires them to follow directions and complete the activity. Examples include following a recipe, preparing a classified ad, completing a crossword puzzle, ordering merchandise, playing bridge, etc. Discuss the activities: Are the directions clear? Why or why not? (Point out wording, sequencing, details, etc.)  
Have students use newspaper content to practice writing directions for others to follow or practice sequencing by cutting apart the steps presented in a “how to” story and putting them back together in the correct order.

informational

## LANGUAGE ARTS • MAKING PREDICTIONS/ WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers. Make sure the paper runs comic strips that tell a continuing story.

**Activities:** Have students read several comic strips in the newspaper and predict what will happen next. Ask for several possible conclusions and check the next day’s paper to see whose prediction is most like the events in the newspaper.  
Also ask students to predict the outcome of sports events, weather and court cases. Also, after they have read the newspaper over a period of time, ask them to predict the next day’s top story or front page news or the outcome of on-going negotiations or conflicts.

informational

## LANGUAGE ARTS • SEQUENCING EVENTS and IDEAS/ WRITTEN LANGUAGE

informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers and scissors.

**Activities:** Select several articles from the newspaper, cut them into parts of one or two paragraphs, and ask students to place the parts in proper sequence. First do this activity with the entire class, then as a small group activity.

Also, scramble or have students scramble other parts of the paper. They can cut up headlines and put them back together. Or have them select one paragraph, write each sentence on a separate slip of paper or cut sentences from the paragraph and ask a partner to place them in proper sequence.

Have students cut up comic strips into separate frames and have a partner to place them in proper sequence. They can also cut up and scramble steps in a “how to” story and put them back in order. Students might want to number each part on the back as a way of checking the order after the activity is complete.

A more difficult task is to have students write down events as they occur. When an important story breaks, they should write down what happens and, on subsequent days, write down events. They should date all entries as they record them.

## LANGUAGE ARTS • ORGANIZING for WRITING/ WRITTEN LANGUAGE

informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To apply strategies and skills to create oral, written and visual texts.  
To explore and analyze informational materials.

**Preparation:** Provide copies of the newspaper. Explain that an outline is a plan for writing or speaking. It should provide organization and reveal the relationship of the main ideas to the details.

**Activities:** Have students complete this outline using a feature story or news analysis in the newspaper.

### Headline

- I.
  - A.
  - B.
- II.
  - A.
  - B.

After students complete the outline, see if they can determine another way to organize the information and write a different version of the story.

To extend the activity, they should also map the story by writing the headline in a center circle and writing important information in circles drawn from the center circle.

Ask students if they prefer outlining or mapping as a way to organize ideas for writing.





## LANGUAGE ARTS • FACTS about PEOPLE/ ORAL and WRITTEN LANGUAGE, MEDIA and TECHNOLOGY

informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard, and viewed.  
To explore and analyze information from a variety of sources.

**Preparation:** Provide copies of newspapers, and prepare a list of facts about people in the newspaper. For example, State government official, Supports educational program for four year olds, Seeks funding for education program, Name begins with "E."

**Activities:** Give clues and facts about a person in the newspaper. Then have students skim the newspaper and find the person. Ask students to find people in other sources, such as books and magazines that fit some of the same clues.  
Suggest strategies such as having them give obvious clues found in headlines and photographs or give general clues first, move to specific details second and third and obvious clues last.  
To vary the activity, have students create games of "Who am I?" or "What's my line?" that involve role playing. Students can also identify places and events from clues that are given.

## LANGUAGE ARTS • PEOPLE in the NEWS/ ORAL and WRITTEN LANGUAGE

informational

**Goals:** To explore and analyze informational materials.

**Preparation:** Provide newspapers and index cards or the student worksheet on PEOPLE in the NEWS, LA 32-19. Explain that people and what they do are important and interesting. Some people are described by the job they do and some are described by something they have done.

**Activities:** A quick activity is to give students the names of five people in the newspaper and have them scan the newspaper to find out why they are in the news. Students can choose five to ten people and tell why they are newsworthy.  
Another approach is to provide categories and the graphic organizer LA 32-19. Have students identify people in the newspaper by their job and by something they have done. They should find people with the following jobs: politician, athlete, entertainer and world leader. They should find people described as the following: lawbreaker, accident victim and hero.

**Activities,  
continued:**

Have students cut out any photos of the people they find. They should create a game in which other students have to match the photos with the persons, their jobs or the noteworthy things they have done. You may wish to collect the people your students choose and create a jeopardy game designed to make them more aware of people in the news, their jobs and accomplishments. If you have them write the information about the person on one side of an index card and paste the photo on the other, the index cards can be used for the jeopardy games.

*K-8 Newspaper Activities, NAA Foundation.*

## LANGUAGE ARTS • LIFE-AFFECTING EVENTS/ ORAL and WRITTEN LANGUAGE

informational

**Goals:** To develop and apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers and the student worksheet LA 34-20.

**Activities:** Have students select and read newspaper stories about events that have affected people's lives in a profound way. Discuss questions such as:

1. What effect has this event had?
2. What are the desirable effects of the event?
3. What are the less desirable effects of the event?
4. What are the future implications?

Provide the graphic organizer LA 34-20.

## LANGUAGE ARTS • EVALUATING ADS/ OTHER MEDIA and TECHNOLOGY

informational  
critical

**Goals:** To explore and analyze informational materials.  
To use critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide copies of classified ads from the newspaper and two different colored felt-tip markers. See NEWSPAPERING, pages N 27-29 for other information and activities related to advertising.

**Activities:** Have students read the classified ads in the newspaper and underline facts in one color and opinions in another color. Example: 2003 Toyota, anti-lock brakes (fact) best car in town (opinion). Discuss the criteria for facts and opinions: A fact can be defined as truth known by actual experience or observation; an opinion is a personal attitude, belief or appraisal.

To allow students the opportunity to be creative, ask them to write their own ads using only facts or only opinions. Discuss the importance of including both in ads. Ads serve a dual purpose; the writer must give useful information and also interest the buyer.

Ask students to answer the following questions about a specific advertisement:

1. What does the ad say?
2. What does it want you to believe?
3. To what emotion does it appeal?
4. Which words or parts of the ad make the strongest appeal? Why?
5. Is there any untrue statement? How do you know?
6. Does the writer use any double meaning?
7. Is there any exaggeration?
8. If you are able to use or observe the item for sale, what can you learn about its value?

## LANGUAGE ARTS • ANALYZING ARTICLES/ WRITTEN LANGUAGE

**Goal:** To synthesize and use information from a variety of sources.

**Preparation:** Provide newspapers and the student worksheet LA 35-21. Explain to students the importance of analyzing information, that is, to distinguish between fact and opinion and to evaluate the importance and accuracy of the information presented.

**Activities:** Designate or have students choose specific articles to analyze. Provide the following steps for students to follow:

1. Identify the newspaper.
2. Give the date.
3. Name the writer (reporter/columnist).
4. Name the page and section of the newspaper.
5. Classify the articles according to topic.
6. Read the article carefully and circle the important facts and factual statements.
7. Underline opinions and the names of people who offer them.
8. Write a brief summary of the article
9. Relate the information in the article to other experiences or reading.

Provide the graphic organizer LA 35-21. Allow students the opportunity to discuss and compare the information they obtain.

Extend the activity by having students analyze a series of articles on one topic and then write a position paper based on their readings. They should include footnotes to credit reporters who wrote the stories and the newspapers that published them. Provide the sample footnotes and bibliography in the Appendix, A 20–A 25, of this guide.

## LANGUAGE ARTS • READING STRATEGY/ ORAL and WRITTEN COMMUNICATION

informational

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.

**Preparation:** Provide newspapers and student worksheets LA 36-22 Make available black and colored pencils and pens. Choose one to five stories or editorials from your newspaper.

**Activities:** Give students only the topics of the articles you choose. Have them choose one of the topics. Work through questions 1-4 below before asking students to read the article they chose. They may work through the questions individually or in small groups.

After students work through and discuss the first four “anticipatory” questions, have them complete item 5. Provide the student worksheets LA 36-22.

Today’s Topic:

1. What do you know about the topic already?
  - a. What real facts do you know about the topic?
  - b. What opinions do you hold?
2. What unanswered questions on the topic do you have?
3. If you were to read a story or editorial on the topic, what might you expect to find?
4. What would you hope to learn from the story or editorial?
5. Now, READ your selection with both a black and colored pencil/pen in hand.
  - a. Underline any facts you find.
  - b. Circle any opinions.
  - c. Draw a squiggly line under any information you found that you expected to find or wanted to know.
  - d. Box information that you were surprised to find.
  - e. Use a colored pencil/pen to highlight anything you want to remember.\*

\*Oline Stigers, “Reading Strategy with the Newspaper,” Handout, Cedar Rapids, Iowa: *The Gazette*.

## LANGUAGE ARTS • SQ3R/ WRITTEN LANGUAGE

informational

**Goal:** To analyze and explore information from a variety of sources (non-fiction).

**Preparation:** Provide copies of newspapers and review the SQ3R method of improving reading comprehension. Applying SQ3R, students survey, question, read, recite and review information. Use the method for intensive or thorough reading.

**Activities:** Ask students to use the SQ3R method of study when reading the newspaper. Provide the following guidelines:

1. Survey – Skim or survey the newspaper. Ask general questions. What are the topics? Who is involved?
2. Question – Turn all headlines, captions, etc. into questions.
3. Read – Read to answer the questions. Adjust reading rate to the purpose and readability of the material. State the main points of the article in your own words.
4. Recite – Recall answers to questions in Step Two.
5. Review – Review the information.

To simplify the activity and provide students practice before they read the entire paper independently, have students apply the method to one story. Repeat this as often as needed.

Have students discuss the questions and share answers that they recall. Review the material by quizzing or having students quiz each other.

## LANGUAGE ARTS • LEVELS of COMPREHENSION/ WRITTEN LANGUAGE

informational  
critical

**Goals:** To explore and analyze informational materials.  
To use critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers. Select and have students read a story that is likely to interest them. Present three statements that illustrate literal, interpretive and critical or evaluative comprehension.

Literal comprehension comes from the actual words. Answers to questions can be found in print.

Interpretive comprehension involves reading between the lines. Not all information will be in print.

Critical comprehension requires that the readers draw from their past experiences, evaluate and analyze the information, then draw conclusions based on their evaluation.

Explain that it is important in reading for information to get the facts straight (literal), be able to put facts together, analyze them and offer interpretations, and be able to draw conclusions and offer opinions about what is read.

**Activities:** To make students think on all levels, write questions about newspaper stories that require students to think on different levels.

Ask students to write questions for each other and answer them. Have them try to figure out which questions require reading between the lines and which require the reader to draw from past experiences and evaluate information.

## LANGUAGE ARTS • EXAMINING GENERALIZATIONS/ ORAL AND WRITTEN LANGUAGE

informational  
critical

**Goals:** To use and evaluate informational materials.  
To use critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers.

**Activities:** Involve students either in writing conclusions based on details in the news or in supporting and refuting generalizations with news events.

Have students follow a news event in several newspapers. Note and discuss any discrepancies in the reporting. Have students individually and then in groups make statements (generalizations) that are supported by all of the selections.

Another approach is to start with a generalization and have students find and discuss specific information that relates to it. Use these and other generalizations:

1. Power corrupts; absolute power corrupts absolutely.
2. The love of money is the root of all evil.
3. Love conquers all.
4. Time and tide wait for no man.

Encourage students to use all sections of the newspaper for events and/or situations that refute or support the generalizations. Note the same in history and literature.

Take advantage of opportunities to point out ways that students influence each other's interpretations. After class discussions, ask questions such as:

1. How much difficulty did the group have reaching a consensus?
2. How were individuals' analyses affected by others' in the group?
3. Who led the group discussion? Did this person allow and tolerate views different from his/her own?

Emphasize the fact that an open exchange of ideas is vital to the functioning of a democratic society.



## LANGUAGE ARTS • A TEST of PRIOR KNOWLEDGE/ WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational materials.

**Preparation:** Provide newspapers. Choose newspaper terms (headline, byline, etc.) or items from the newspaper (people or places in the news) for a pretest. Give it before assigning work with the newspaper. Students should indicate what they know about the terms or items.

A variation is to pull a set of facts from the newspaper and make changes in some statements. Then ask students whether the statements are true or false. You can use the same lists of terms, items or statements as a posttest.

Students can review the pretests and posttests to see how much they learned about and from the newspaper. The lists of words, people, places and events and facts from different stories can also serve as reading guides for students, enabling them to think about and build anticipation for what they are about to read.

**Activities:** List newspaper terms (see the Appendix, A 1–A 6, for a list of words and labeled front and editorial pages). Or scan the newspaper for key people, places and events. Have students indicate with a check or with an explanation or example (in the case of newspaper terms) whether they know something about the items on the list.

Or look for main idea statements, rewrite some to make them false, and have students indicate which they think are true and which they think are false.

Conduct an open-ended discussion, inviting students to share what they know in small groups or before the class. Then have them read to find out what more they can learn by reading the newspaper.

If working with young students or reluctant readers, you may want to use the above approaches first with a high interest section or one page of the newspaper or with content that is easier to read and requires less background knowledge about world events. Students often find sports, shorter feature stories, comics, classified ads and local news to be interesting and easier to read.

## LANGUAGE ARTS • RULE of THUMB/ WRITTEN LANGUAGE

informational  
critical

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational materials  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers. Tell students that you will ask them to find less familiar words in the news stories before you ask them to read the stories. If there are too many unfamiliar words, that may determine which stories individual students and the whole class read. If the stories contain too many difficult words, students may find the stories too difficult and frustrating.

Describe the “rule of thumb.” Tell them to press a thumb down hard or pull in one finger, as if making a fist, for every hard word they find. If younger students find three or fewer, then the material is readable. If they find more than five, it may be too hard. Older students should use two hands. One closed fist is just right. Two closed fists, and the story is too hard. Students may want to tackle a story that has lots of hard words, and when they do that should be encouraged. (Richardson and Morgan, 104-105)

**Activities:** Ask students to choose a story from two or three that you select. The stories may deal with a subject or topic of special interest to your class and/or relate to units of study that you plan. Have students use the rule of thumb to choose a story to read. Before reading, have them work with the words that they find difficult. In groups, they should read over the text and suggest meanings from the context, think of synonyms, determine any familiar words with the same root words, and check their understanding of the words with dictionaries.

After they read the story, have them answer questions, such as the five Ws, to check their comprehension. They can answer the questions individually or in groups. Follow up with an evaluative question such as: What do you think is the most important information in the story? How will events affect you?

## LANGUAGE ARTS • CLEAR PRESENTATION/ ORAL and WRITTEN LANGUAGE

**Goals:** To use and evaluate informational materials.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers. To help you determine whether students have adequate background to read a story independently and/or whether they need assistance in getting the main idea and details, have students browse one or more stories before deciding which to assign.

Richardson and Morgan (95-96) recommend that students browse the reading material to determine how comfortable they are with it and answer the following questions:

1. Is it easy?
2. Is the content clear?
3. How difficult is it?
  - a. Is it easy to read like a story (narrative)?
  - b. Is it somewhat more difficult like a newspaper story (journalistic/straight news style)?
  - c. Is it more difficult like textbooks?

If you determine that the material is difficult, you will know to choose stories that students find readable or provide students with more assistance in reading the more difficult stories.

**Activities:** Choose stories from the newspaper that you think are interesting. Assign students different stories. You might assign one story to five different students, for example. Have each student evaluate the story based on the above criteria. Students should then form groups and see how readable each person finds the story. If a story is difficult for some, ask if it is interesting and/or important enough to use for a class activity, despite its difficulty.

Each group should choose a spokesperson and that person should present the story to the class. If the group really liked a story, the spokesperson should try to persuade the class to choose it for assigned reading. From the stories, the class can choose two or more to read. If using straight news stories and concerned about difficulty, you can assign only the part of the story that is most important and make reading the entire story optional for students who show a particular interest in more in-depth reading. Regular newspaper readers often approach stories in that way, reading only the most important information in some stories and choosing other stories to read completely.

The aim of social interaction and student involvement in choosing the reading material is to provide motivation for reading.

## LANGUAGE ARTS • READABILITY FORMULAS/ WRITTEN LANGUAGE

informational  
critical

**Goals:** To use and evaluate informational materials.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and, for your use and information, locate Web sites that explain different readability formulas and ways to use them. One helpful site is <http://school.discovery.com/schrockguide/fry/fry.html> (accessed April 2, 2003). It provides explanations and charts for using the Fry readability formula, provides links to other helpful sites and describes a software program that includes readability formulas for the Dale-Chall, Fry, Flesch Grade Level, Flesch Reading Ease, FOG, SMOG, FORCAST, Powers-Somner-Kearl and Spache. The site explains that Microsoft Word automatically calculates the readability on documents using the Flesch-Kincaid. In Microsoft Word, under “tools” on the tool bar, you’ll find readability statistics after completing a grammar check.

When using readability formulas, be sure to know their intent. For example, the Fry readability formula measures readability of materials used in an instructional setting where teachers explain or assist with the difficult parts. On the other hand, the SMOG measures readability of material that students read independently. On the same material, the Fry score is likely to be lower than the SMOG. (Richardson and Morgan, *Reading to Learn in the Content Areas*)

You will note that readability formulas are indicators that use sentence length, word difficulty and syntactical structure to determine the difficulty of a text. Other factors must be considered when assessing the true readability of a passage. The presence of headings, photos, graphs and charts often help students formulate images that aid in understanding. Interest and motivation are two very important factors that cannot be calculated. Background knowledge and experience make it possible for students to read with understanding; students who struggle lack knowledge and experience. Writing that employs figurative language and relies heavily on metaphors and other devices may be difficult for students who lack background and experience in reading. Typeface, layout and reading conditions must also be considered. And sometimes sentences with few words don’t make sense, but readability formulas do not include coherence and clarity in their calculation.

In determining the readability of newspaper content and other written material, ask key questions:

1. Is it interesting? Is it important?
2. Are the students motivated to read?
3. Do the students have adequate background knowledge on the subject?
4. Are there aids such as photos and headlines that will assist students in their understanding?
5. Do the typeface and layout make reading easier or more difficult?
6. Are the conditions right for reading? For example, are students focused and at ease or distracted and worried? Is there adequate light? Is it quiet?
7. Does the writing make sense?
8. Does the writer use figurative language that is difficult to interpret?
9. Is the passage too long?
10. How does the text score on a readability formula? (Have I chosen an appropriate formula for my purpose? Read above about different uses for the Fry and SMOG readability tests.)

### Activities

**continued:** Use the factors described above in choosing items for students to read from newspapers.

Also, select items from all major sections of the newspaper and have students decide how they rate their readability. Working alone or in groups, they can answer questions one through nine. After they answer each question, they can decide how readable the item is. Provide a scale with “one” being easy, “10” being hard and “five” being an appropriate or right level of difficulty. For each item, have a group of students apply the scale. If working with younger students, you should simplify the exercise and use only the rating scale.

You may also want to have older students conduct word counts and score the stories or passages using one or more of the readability formulas. They should come to conclusions on their own about the accuracy of word difficulty and sentence length in determining the readability of a passage.

informational  
critical

## LANGUAGE ARTS • The CLOZE PROCEDURE/ WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational materials.  
To refine critical thinking skills and apply criteria to evaluate text that is read, heard and viewed.

**Preparation:** For each student, have available two copies of the stories you select to use as the basis for the activities involving the cloze procedure. Explain that the procedure is simple. Words are deleted or marked out in a passage, and students fill in the spaces with the best words.

The cloze procedure helps teachers find out if students have prior knowledge about the topic. The cloze can also be used for instructional purposes. For students in fourth grade and below, follow these steps:

1. Select a passage from a story of 125 words. Circle or highlight the passage on the page of the newspaper where it appears.
2. Leave the first and last sentences intact and include parts of the story that come before and after the passage that you have chosen for the cloze. Do not remove headlines and subheads. If the cloze passage is all that students read, they will lose important context clues.
3. Use a marker or dark pen to black out every tenth word until there are 10 deletions.
4. After students complete the cloze, have them compare the filled-in passage with the second copy you provide for checking their work.
5. Figure the percentages of correct answers and use them to determine the level of the passage for individual students:
  - a. Independent level – 60 percent and up
  - b. Instructional level – 40 percent to 60 percent
  - c. Frustration level – below 40 percent

informational  
critical

**Preparation,  
continued:**

Similar procedures apply to students who are above fourth grade. Make two changes:

1. Choose a passage between 250 to 300 words.
2. Delete every fifth word.

You may also choose a variation by leaving out every eighth, twelfth etc. word.

**Activities:**

After using the cloze procedure, have students evaluate the procedure for its effectiveness in judging whether they can read the chosen passage with understanding. If you determine that students lack the background needed to read the passage with understanding, discuss its topic with them. Discuss what they know and provide other information that will promote greater understanding of the subject.

As a variation, it may also be beneficial to select a passage from a story that comes with a photo, chart or other illustration and leave all of those with the story for some students and remove them for other students. After students have completed two or more cloze passages, some with and others without photos and other graphics, ask them if having the photos and other graphics aided their reading.

The cloze procedure can also be used for instructional purposes. One way is for you to black out nouns, verbs, prepositions or another specific part of speech and have students fill in the spaces. Provide a list of words for them to choose from. The list can be just the words they use or can include extras.

Another variation is to have students choose the passage and design the cloze. They may choose a story for a specific student based on that student's interests. For example, a student interested in a sports team may be more successful with a cloze that deletes verbs if the passage he or she reads is about the favorite team.

The cloze becomes a "maze" when students are given words to choose from when filling in the space. For example, when working with verbs, black out the verbs and think of three different words. One is correct, one is close and the other is not a good fit. To complete the maze, students are asked to choose the best one. Students should compare their choices to the original passage. Students should be encouraged to discuss the writer's word choices and how the choices affected the meaning of the passage.\*

\*Richardson and Morgan, *Reading to Learn in the Content Areas*

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To use and evaluate informational material.  
To respond to various literary genres using interpretive and evaluative processes.

**Preparation:** Provide newspapers. Explain that people do not read at the same pace and present the following types of reading that all people use:

1. Memorizing is the slowest. Readers read and reread, trying to recall what they read.
2. Learning requires that students remember facts but not straight recall as in memorizing.
3. Comprehending complete thoughts is simply reading with understanding.
4. Skimming enables readers to find the main ideas.
5. Scanning is the fastest rate of reading. The reader is looking for specific information, such as details or words. Often when they find them, the reader will slow down and read for comprehension or detail.\*

**Activities:**

Stage activities that demonstrate the different rates of reading.

1. Scanning: Give students a list of names and have them find the people in the front or sports section or on another given page of the newspaper. They should circle the people's names.
2. Skimming: Have students read headlines and subheads of a section they enjoy. After five minutes, have them respond orally to questions about the main ideas expressed in the headlines and subheads.
3. Comprehending: Have students read a story you or they select and answer the questions: What is the action? Who is involved? Where and when did it occur? Why did it occur?
4. Learning: Make up true/false questions about an article or articles students read and have them indicate which are true and false.
5. Memorizing: Have students work in groups to write a script for a play and perform it in front of the class. They should use quotes from stories and memorize their parts. They can also choose something simple such as comics where the dialogue is simple and easier to memorize.

Ask students to think about their own newspaper reading and determine which reading strategies they use whenever they read newspapers. Also, note that many school subjects require memorizing and the other rates of reading. Ask students to describe situations when they have used the different rates to prepare for a class assignment or a test. Explain that reading slowly may be tedious, but it may be necessary to meet the demands of some courses.

\*Richardson and Morgan, *Reading to Learn in the Content Areas*

## LANGUAGE ARTS • NEWSPAPER CENTERS/ ORAL and WRITTEN LANGUAGE

informational  
expressive

- Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To make connections through the use of oral language, written language and other media and technology.  
To use and evaluate informational text.

**Preparation:** After completing a unit on how to use a newspaper, its sections and other characteristics, construct a newspaper center. It may focus on all of the newspaper or on one section of the paper, such as comics, sports, weather, TV or front and editorial pages. The center may also focus on school subjects such as health, science, social studies or the arts.

Regardless of the section or subject you choose, be sure to teach vocabulary that students need to use the newspaper and make sure they know how to use the index and flags to locate the assigned pages in each day's newspaper. To illustrate the center, pin a copy of the chosen page (comics, sports, etc) or a map or other graphic that represents the subject in the center of a bulletin board or a folding board where you plan to set up the center.

You may choose student worksheets from the Appendix, A 8, of this guide to use in the centers or make up your own activities. The activities can be stored in envelopes and pinned to the board. Also, provide models for students to follow. Complete the activity with one article or page of the newspaper, and have students study it if they have trouble following the directions.

Stock the center with any supplies students will need to finish the task. They may need scissors and glue, paper and pencil or art supplies.

Prepare students to work in groups without immediate adult supervision by establishing rules about being quiet, completing work and remaining quiet at the center or at their seats after they finish.

To practice students in working with many types of students, change the way you organize students into groups. Use mixed ability and gender grouping, similar ability, random and temporary groups, weekly or monthly groups and cross-aged groups in classrooms where students range in age.

You may also want to use the center as a place for students to go who finish their work early and want/need extra work to do. Make a center designed for pleasure reading by using high interest sections such as comics and sports. Students should feel rewarded for doing extra work. You may allow students to choose a story to read and write a short paragraph or complete an art project about it. They may simply read on their own and tell what they choose.

**Activities:** Supply the center with the appropriate page or section of the newspaper and provide enough copies for all students who will rotate through the center at once.

Give directions for the newspaper center activity, present the model that will be at the center, organize students into groups and have them rotate through the center. Provide a box for them to place their completed work. All completed work should be signed and dated. If students work together, they should all sign the work that is turned in and sign a statement that says each person contributed to the group project. You may want them to name the person who contributed most to the work and/or helped everyone get along.

Change the pages and sections on which you base your center or centers. Save all of the student work in folders, so that students can look back at the end of the year and see what they learned and accomplished together.

Refer to the sketch of the one type of learning center in the Appendix, A 8.



- Goals:** To use language to express individual perspectives drawn from personal or related experience.  
To explore and analyze information from a variety of sources.  
To refine critical thinking skills and create criteria to evaluate text and multimedia.  
To examine the foundations and use of argument.  
To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers and the student worksheet LA 47-23. Have each student choose an interesting story from the newspaper. Form groups of six around the stories they choose. If students in one group do not choose the same story, have them talk about their choices with the group and come to a consensus on which story to read and analyze as a group. Each group must have art supplies such as pens, colored pencils, paper, markers, crayons, play dough, scissors, glue, etc.  
If you prefer groups of four or five, choose or have students choose from the list of roles.

**Activities:** Have everyone in the group read the story selected by the group. They can read aloud or silently. Provide the graphic organizer on LA 47-23. It can be presented on an overhead. Direct each person in the group to assume one of the roles outlined on the organizer:

1. The summarizer offers the main ideas or events in a few sentences.
2. The vocabulary person chooses important words and explains them using context clues and other sources
3. The person who chooses quotes finds interesting, powerful parts of the story to read aloud. He/she should look at the quotes in the story.
4. The illustrator draws, sculpts or constructs something to represent the story.
5. The connector tells how the story relates to other experiences and topics.
6. The commentator tells what he/she thinks about some aspect of the story.\*

Each person should present to the whole group. Adapt your choice of roles to the story, editorial, comic or other feature chosen from the newspaper and adjust to the age and abilities of your students. Consider alternating or substituting the following roles with the six given above:

7. The questioner writes down what he/she was wondering about while he/she was reading.
8. The place setter describes the setting and identifies all the places involved.
9. The researcher finds out more about the topic, issues, places and/or people mentioned in the selected reading.

Have the summarizer go first and the commentator, last. Group members should make suggestions on how to improve the oral presentations.

## LANGUAGE ARTS • NEWSPAPER CIRCLES/ ORAL, WRITTEN LANGUAGE, OTHER MEDIA and TECHNOLOGY

informational  
expressive

### Activities continued:

As the activity proceeds, remind students that the success of the group depends on each person taking his or her job seriously. They should evaluate their own contribution and the overall success of their group at the end of the activity. In their evaluations, students should answer questions such as:

Did the group:

- follow directions?
- involve everyone?
- use time wisely?
- make decisions in an orderly way?
- stay on task?
- listen to all suggestions?
- consider new ideas?
- look for solutions all could accept?
- provide constructive criticism?
- decide on leadership roles?
- complete the tasks on time?

*\*Darla Shaw, Newspaper Circles, Featuring the Frameworks.*

## LANGUAGE ARTS • MULTIPLE INTELLIGENCES/ ORAL and WRITTEN LANGUAGE

informational  
expressive  
critical

**Goals:** To use language to express individual perspectives in response to personal, social, cultural and historical issues.  
To synthesize and use information from a variety of sources.  
To refine critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and the worksheet LA 48-24. Explain the theory of multiple intelligences outlined by Howard Gardner in 1983. Gardner says that all areas of intelligence are important and students should be encouraged to develop all areas to their fullest.

The following explains the areas of multiple intelligence Gardner outlined:

1. Verbal-linguistic uses reading, writing, listening and speaking.
2. Math-logic involves numbers, classification, calculations and logical thinking.
3. Musical refers to music, sounds, rhythms and dance.
4. Bodily-kinesthetic involves movement, exercise, drama and crafts.
5. Interpersonal emphasizes group work, peer sharing and discussion.
6. Intrapersonal involves students' working alone and encourages giving them choices.
7. Spatial involves visuals, colors, art, graphs and photos and illustrations.
8. Naturalistic involves nature and the exploration of living things, such as plants, animals and natural events.

**Activities:** Have students search for articles that relate to the different intelligences. Students may find sports stories for bodily-kinesthetic, advice columns for interpersonal, features or reviews about art for spatial and musical and ads and business reports for math-logic. Remind them that many articles focus on more than one area of intelligence and encourage them to find as many of those as they can. Challenge them to find one article that reflects most or all of the areas.

## LANGUAGE ARTS • MULTIPLE INTELLIGENCES/ ORAL and WRITTEN LANGUAGE continued

### Activities continued:

When devising lesson plans to use with newspapers, look for ways for students to employ multiple intelligences. Use the graphic organizer LA 48-24 for students to use in choosing stories that appeal to different intelligences and for you to use in writing lesson plans. Record the story, stories, page or section in the middle square.

informational  
expressive  
critical

## LANGUAGE ARTS • BLOOM'S TAXONOMY/ WRITTEN LANGUAGE

**Goals:** To use and evaluate informational materials.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and the student worksheet LA 49-25 on Bloom's taxonomy. Transfer the worksheet onto an overhead. Fill in the spaces with headlines or topics about which you want students to think and write. Explain that Bloom encourages thinking deeply about what is read.

**Activities:** Give students the student worksheet LA 49-25. Have them refer to the overhead for the specific stories they should use in completing the questions or let them choose their own stories. The following are taken from the worksheet:

**Knowledge** involves identification and recall of information. (Answer: Who, what, when and where.)

**Comprehension** calls for organization and selection of facts and ideas. Retell or give the main idea.

**Application** requires use of facts, rules and principles. (Answer: Why is an event significant?)

**Analysis** is the separation of a whole into parts. (Answer: How does one problem or solution compare with another?)

**Synthesis** is a combining of ideas to form a new whole. (Answer: What do you predict will happen?)

**Evaluation** is the development of opinions, judgments or decisions. (Answer: Do you agree with the viewpoint? What do you think?)

informational  
critical

## LANGUAGE ARTS • THINKING and REASONING/ ORAL and WRITTEN LANGUAGE

informational  
critical

**Goals:** To use and evaluate informational materials  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Choose a newspaper story about a topic of interest to your students or of significance to their classroom studies. Write questions for students on the seven levels of thinking and reasoning outlined for North Carolina by the N.C. Department of Public Instruction:

1. Knowing
2. Organizing
3. Applying
4. Analyzing
5. Generating
6. Integrating
7. Evaluating

Refer to the Thinking and Reasoning chart in the Appendix, A 9, provided by the N.C. DPI for useful verbs and sample question stems. You may also transfer the chart to an overhead and circle the question under each category that you want students to answer.

**Activities:** Present the chosen story or stories to your students. Have them work individually to answer the questions. Then have them work in teams or small groups to come up with the most complete, correct answers. You may also choose to have them work in teams or small groups from the beginning, making sure that each group has a strong reader and leader in it. When sharing with the whole class, make sure each group gets to answer one of the questions.

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To express individual perspectives drawn from personal or related experience.  
To explore and analyze informational materials.

**Preparation:** Provide newspapers and the student worksheets LA 51-26 and LA 51-27. Select or have students select a news story, feature, editorial, editorial cartoon or comic. Provide the Reader Response student worksheet on an overhead or chart or as a handout.

**Activities:** Have students read the article selected from the newspaper and have them develop a paragraph or paragraphs using one or more of the prompts from the graphic organizer LA 51- 26. Open-ended sentences from the READER RESPONSES worksheet follow:

1. I think...
2. I realize...
3. I want to know more about...
4. I like...
5. I dislike...
6. I feel (anger, sadness, joy, concern, fear, etc) because...
7. I didn't know...
8. I wonder if...
9. I wonder why...
10. I was surprised when...
11. I was confused when...
12. I predict...
13. I like the way the writer...
14. I believe...
15. I don't want to believe...
16. I need more evidence for...
17. I propose...

Students may keep their responses in a journal or volunteer to share them with the class to generate discussion and debate. In writing about the article, students may offer any of the following:

- Their past knowledge of the subject
- Other readings on the subject
- Most important facts from the article
- Their feelings, thoughts and beliefs about the subject
- Their questions and concerns about the subject

If students discuss and debate the article, they should respond individually to the discussion by writing in their journals after it is complete. They should explain whether and how the discussion provided new information or changed their thinking. If students respond regularly in their journals and date each entry, you can review their writing and assess strengths and weaknesses.

Students can also respond to the same or different ideas and stories in newspapers and form groups to discuss their viewpoints and approaches. Provide the graphic organizer titled READER RESPONSES: Sharing Ideas, LA 51-27.

## LANGUAGE ARTS • KEEPING a JOURNAL/ WRITTEN LANGUAGE

expressive  
informational

**Goals:** To use and evaluate informational materials  
To use language to express individual perspectives through analysis of personal, social, cultural and historical issues.

**Preparation:** Provide newspapers and a notebook in which students can write ideas and save articles from their newspapers. Tear pages from the newspaper along the fold. Tell students to save their “tear sheets” in the pockets of their folders. They should highlight the stories that draw their attention. The notebook should include a folder in which they save pages torn from the newspaper.

Collect and share examples of newspaper writing that impress you. Model how to save tearsheets, collect them in the pocket of a folder and respond to them in a journal. Tell them why you chose each piece.

**Activities:** Have students find items in the newspaper for their journals. They can work in small groups and/ or whole class. They should respond to the items they choose. They may record humorous, important or disturbing facts. They may follow the news about a certain person or place or write about their views or concerns related to the events.

When coming up with story ideas, students should refer to their journals. Refer to LA 51-26 for open-ended sentences to prompt journal writing.

## LANGUAGE ARTS • ONE-MINUTE SPEECHES/ ORAL and WRITTEN LANGUAGE

expressive  
informational  
speaking

**Goals:** To apply strategies and skills to create oral, written and visual texts.  
To use language to express individual perspectives through analysis of personal, social, cultural and historical issues.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers. Divide students into small groups for brief extemporaneous speeches. Point out that brief speeches have to be concise yet contain the information needed to get a point across to others.

**Activities:** Have students turn to a section of the newspaper and choose a topic on which to make a one-minute speech. Tell them to remember the five Ws when organizing their speech. Do not give preparation time for the speeches.

To vary the activity, have students identify and use the most humorous news, the saddest news or the most exciting news that they can find in the newspaper for their speeches.

Have students offer each other constructive criticism for improving their speeches.

## LANGUAGE ARTS • READING with FEELING/ ORAL and WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to create oral, written, and visual texts.  
To use language to express individual perspectives in response to personal, social, cultural, and historical issues.

**Preparation:** Provide copies of the newspaper and discuss the role of chorus in early drama.

**Activities:** Use information in the newspaper for choral reading. For example: Choose an article containing quotes from males and females. A narrator should give the necessary background information. Help students write narration as needed.

Assign or have students select stories that tell of emotions and read the passages with appropriate feeling. To make the activity easier, use passages from the comics and sports sections.

One way to vary the activity is to have students assume the role of one person or group of people involved and/or affected by events reported in the news. Ask students to prepare and give a speech that explains the ideas and feelings of the person or persons involved.

expressive  
speaking

## LANGUAGE ARTS • A SETTING for EXPRESSIVE WRITING/ WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to create oral, written and visual texts.  
To use language to express individual perspectives through analysis of personal, social, cultural and historical issues.  
To respond to non-fiction using interpretive and evaluative processes.

**Preparation:** Provide copies of weather forecasts from newspapers. Encourage students to use their imagination while completing expressive writing assignments.

**Activities:** Have students use a weather forecast as setting for an expressive writing assignment. Discuss the importance of setting to other aspects of writing. For example: A setting described as dreary, lonely and eerie is not a likely setting for a poem dealing with spring. Also use newspaper photographs and headlines to begin or get ideas for stories.

Have students share their writings in small groups and offer each other constructive criticism for improving their writing. Ask them to complete the writing process by revising based on recommended improvements, editing for spelling, grammar, punctuation and usage, and presenting the final writing to you, a group of students or the whole class.

expressive  
literary

## LANGUAGE ARTS • PICTURE STORY/ WRITTEN LANGUAGE

expressive  
viewing

**Goals:** To apply strategies and skills to create, oral, written and visual texts.  
To use language to express individual perspectives in response to personal, social, cultural and historical issues.

**Preparation:** Provide newspapers and scissors. Organize the class into groups. Conduct the activity after students have read the newspapers and gotten the news value out of them. Consider having students use a storyboard to help them organize their pictures and writing and present both to the class.

**Activities:** Have each group select and cut out eight pictures from newspapers. Each group should find at least one picture from each of these categories: funniest, weirdest, best and worst.

Have each group do the following:

1. Organize the pictures in sequential order to tell a story.
2. Write the story.
3. Share the story with a group of students or the class.
4. Elicit constructive criticism for improving the stories.
5. Revise based on recommendation for improving.
6. Edit for spelling, grammar, punctuation and usage.
7. Present the story again in written and oral form, using the pictures as illustrations.

## LANGUAGE ARTS • PERSONIFICATION/ ORAL and WRITTEN COMMUNICATION

expressive

**Goal:** To use language to express individual perspectives drawn from personal or related experience.

**Preparation:** Provide newspapers.

**Activities:** From newspapers, have students select a drawing, illustration or photo of a non-living (inanimate) item. Tell them to become the object and write a story in which they answer the following questions:

1. Who are you?
2. Who bought you?
3. What happened to you when you got to your new home?

To make their writing more descriptive, have them appeal to the reader's senses. Ask them to tell what the object saw, heard, touched, tasted and smelled.

Follow up with more difficult questions:

1. What does the world look like from your point of view?
2. What is a major problem that you encounter being you?
3. What is the one thing that you would say to a human if you could?

Have them use their answers to write a story about the object. Or, using answers to all of the questions except the first one, "Who are you?", have students create a guessing game. They should give their answers and have students guess the object.



- Goals:** To make connections with text through the use of oral language, written language and media and technology.  
To use language to express individual perspectives drawn from personal or related experiences.  
To respond to literary genres using interpretive and evaluative processes.

**Preparation:** Provide newspapers and directions for writing a biopoem:

- Line 1: First name
- Line 2: Four traits that describe the person
- Line 3: Relative of (friend of, employee of — whatever works in context of story)
- Line 4: Lover of three things or persons
- Line 5: Who feels (three items)
- Line 6: Who needs (three items)
- Line 7: Who fears (three items)
- Line 8: Who gives (three items)
- Line 9: Who would like to see (three items)
- Line 10: Resident of
- Line 11: Last name\*

**Activities:**

Before starting the activities, tell students that they will be writing a poem about themselves and will be sharing with other students. In choosing what to include in their poems, they should consider only items that they do not mind sharing with the teacher and other students.

Have students look through the newspaper to complete as many of the items above as they can. They are unlikely to be able to find Lines 1, 3 and 11 in newspapers, but if they can find all of the items, reward them. In each of the other lines, ask that students find at least one item in the newspaper. They can also illustrate their poems with items cut from the newspaper.

Have students share their poems in small groups. Ask them to focus on reading the poem in ways that appeal to the audience (other students). Encourage positive comments in the groups, and ask that at least one person from each group share with the class.

Have student write biopoems about people they learn about through reading newspapers, or write biopoems about people in history and literature, choosing items from the newspaper to describe each person.

\*Richardson and Morgan, *Reading to Learn in the Content Areas*

# LANGUAGE ARTS • WRITING POETRY/WRITTEN LANGUAGE

expressive  
literary

**Goals:** To apply strategies and skills to create oral, written and visual texts.  
To use language to express individual perspectives in response to personal, social, cultural and historical issues.  
To respond to various literary genres using interpretive and evaluative processes.

**Preparation:** Provide newspapers, the student worksheet LA 56-28 and the following formula for poetry writing:

Formula:

- Line 1 – Tell whom you are talking about.
- Line 2 – Describe the person with two adjectives connected by “and” and “but.”
- Line 3 – Use a verb and an adverb to show this person in a typical action.
- Line 4 – Think up a comparison to show this person in a typical action.
- Line 5 – Use an “if only” phrase which expresses something you wish for regarding the person.

Example:

Fireman  
Strong and fearless  
Battling courageously  
As brave as a gladiator  
If only I can become as strong and brave

**Activities:** Have students select and study an article and/or photograph about someone of interest. Ask them to circle or list adjectives, verbs, adverbs and other key words about the person. Also ask them to identify behaviors that are typical.  
Provide the student worksheet LA 56-28 for students to record their poems. Find in the newspaper about the person and the formula for writing. Have students write a poem as follows:

Line 1 \_\_\_\_\_  
Line 2 \_\_\_\_\_ and \_\_\_\_\_  
Line 3 \_\_\_\_\_  
Line 4 As \_\_\_\_\_ as a \_\_\_\_\_  
Line 5 If only \_\_\_\_\_

Have students share their poems with others in the class and elicit constructive criticism for improving their work. They should revise their poems, edit for spelling, grammar, punctuation, and usage and present the final writing to a group of students or the whole class. Of the poems they write, they should choose the one that they like best to include in their writing portfolio, if they keep one.

**Goals:** To apply strategies and skills to create oral, written and visual texts.  
To use language to express individual perspectives in response to personal, social, cultural and historical issues.  
To respond to various literary genres using interpretive and evaluative processes.

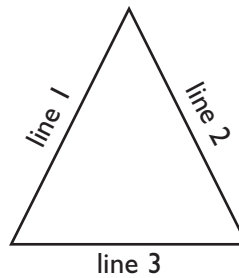
**Preparation:** Provide newspapers. Read poetry to the class. On his Web site, Billy Collins, poet laureate of the United States, recommends a poem a day for high schoolers. Visit <http://www.loc.gov/poetry/180> (accessed May 2003).

Use the models for writing poetry that are given below and in the graphic organizers. For more ideas, visit the following Web site:

[http://www.msrogers.com/English2/poetry/30\\_days\\_of\\_poetry.htm](http://www.msrogers.com/English2/poetry/30_days_of_poetry.htm).

Explain different types of poetry such as the following:

**Triangular Triplets:** Write three lines describing your subject. Compose the lines so that they can be read in any order. Write the lines around a triangle.



**Cinquain:** Write five lines

- Line 1: One word – title
- Line 2: Two words – describe the title
- Line 3: Three words – an action
- Line 4: Four words – a feeling
- Line 5: One word – refers to title

**Diamante:** Write seven lines

- Line 1: One word – subject, noun
- Line 2: Two words – adjectives
- Line 3: Three words – participles (-ing form)
- Line 4: Four words – nouns, two from subject in line 1, two from subject in line 7
- Line 5: Three words – participles for line 7
- Line 6: Two words – adjectives for line 7
- Line 7: One word – noun, opposite of subject in line 1.

**Activities:** Ask students to compose newspaper-related examples of the poems. Use the forms above and the poetry worksheets (LA 57-29 through 57-33) written by Jennifer Hind, *Royal Gazette*, Hamilton, Bermuda.

The poetry worksheets call for students to write a working chant, limerick, clerihew and ballad. When students present the working chant, have one member of the group read the first line and others in the group repeat it.

## LANGUAGE ARTS • MORE POETRY/ WRITTEN LANGUAGE, continued

expressive  
literary

### Activities continued:

The ballad is the most difficult form to write. To aid students in their writing, help them identify a tune for their ballad and write their lyrics to fit the tune. Encourage them to sing their ballad. You may want to play popular ballads and create a unit of study around ballads.

\*Garrett, *From Writers to Readers: Writer's Workshop Using the Newspaper*.

## LANGUAGE ARTS • ANALYZING ADS/ OTHER MEDIA and TECHNOLOGY

critical

**Goal:** To use critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide copies of newspapers and a brief explanation of advertisements. Explain that advertisements account for about 70 percent of a newspaper's income and give the consumer the opportunity to make comparisons and intelligent choices before buying. Two major types of advertisements are display ads and classified ads. Display ads are large advertisements usually purchased by retail stores and manufacturers. Classified ads are small advertisements that are purchased by individuals and located in a designated section.

**Activities:** Ask students to analyze advertisements and consider the following questions:

1. What are the characteristics of display and classified ads? Select ads and label items to illustrate the characteristics?
2. What makes an effective display and classified ad? Find examples to illustrate your criteria.
3. How would you teach someone to read advertisements effectively?
4. How do advertisements help consumers shop? How would the consumer be affected if there were no advertisements?
5. How do they help the companies and people who purchase and place them?
6. How do they help newspapers?

Follow up by having students look at advertising on newspaper Web sites and answer the questions based on the online advertising.

**Goal:** To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide copies of the newspaper and felt-tip markers. Discuss the following advertising appeals. List them on the board or on a chart.

1. Brand loyalty: to continue buying the established brands, especially those from older, well-established businesses.
2. Conformity: the bandwagon approach. "Everyone is buying this particular item."
3. Hero worship: the endorsement of a product by a big name in entertainment or sports.
4. Status: an appeal to the buyer's class-consciousness.
5. Humor: entertaining, but deceptive; says little about the product.
6. Feminine attractiveness: a wishful thinking ad; appealing to those girls or women who wish to be thinner, more beautiful, sexier, more alluring, more appealing to the opposite sex.
7. Masculine attractiveness: same kind of appeal as number 6; an appeal to the he-man image.
8. Style changes: the buyer is asked to keep up with the times. This may include fad items.
9. Vanity: appeals to the buyer's self-image, ego gratification. The buyer's happiness is placed first in importance.
10. Economy: economizing while spending.
11. Luxury: symbol of wealth and success.
12. Convenience: work and time saver.
13. Creativity: can add personal touch to product's use.
14. Security: emotional, social, financial, physical, etc.
15. Sex: appeal to lure of sex; similar to numbers 6 and 7.

Explain that more than one appeal can appear in a single advertisement.

**Activities:** Have students match advertising appeals with ads in the newspaper. Ask:

1. How easy or difficult were the ads to find?
2. Which appeal is used most often?
3. Which appeals are the most effective in a newspaper? Why?
4. Who are the appeals likely to influence? teenagers? parents? teachers? others?
5. Do you find any of the ads and their appeals objectionable? Why?

Compare the number and effectiveness of advertising appeals in newspapers and other media. The appeals may be easier to spot in other media, particularly on TV.

## LANGUAGE ARTS • The INTERVIEW/ ORAL and WRITTEN LANGUAGE

literary  
expressive  
informational

**Goals:** To use language to express individual perspectives in response to personal, social, cultural and historical issues.  
To use and evaluate informational materials  
To respond to non-fiction using interpretive and evaluative processes

**Preparation:** Provide newspapers and the student worksheet LA 60-33. Explain that newspaper writers of all kinds rely heavily on interviewing as a source of information.

**Activities:** Select or have students select stories from the newspaper that are based on interviews. Using the graphic organizer LA 62-33, direct students to write the name of one person who was interviewed in the center of the organizer. They should write answers (direct quotes or paraphrasing) attributed to that person in the outside ovals. Along the line, students should write a question the reporter is likely to have asked to get the answer. They can also think of other questions they would like to have answered.

Follow up by having students choose someone interesting from the newspaper and think of four questions they would like to ask the person in an interview. Identify someone in the class who knows a lot about the person in the news or is willing to conduct research to find out about that person. That student should pretend to be that person and allow the other student to interview him or her.

Other students can observe the interview and use the graphic organizer to record the questions and answers that the students exchange. They may extend the “map” or organizer if there are additional questions that spin off from the original four the student reporter came up with. Students should write stories based on the interview, come up with headlines and include their byline. Students should also discuss whether the person who was being interviewed stayed in character throughout the interview.

Students can also use the graphic organizer to record questions and answers to interviews they conduct with people outside of class and write stories based on the interviews.

Use the organizer too to prepare students for the roles of subject and reporter in the news story to newscast activity on LA 66.

## LANGUAGE ARTS • BUILDING with QUOTES/ WRITTEN LANGUAGE

literary  
informational

**Goals:** To use and evaluate informational materials  
To respond to non-fiction using interpretive and evaluative processes

**Preparation:** Provide newspapers and the student guide sheet LA 60-34. Explain the importance of quotes to good writing, particularly newspaper writing. Just as a bridge relies on supports, so does a good story rely on quotes. The transition statements connect quotes, as the wires or ropes of a bridge connect to supports. Reporters build stories around quotes.

**Activities:** Select or have students select a newspaper story or stories in which an interesting person is quoted. Record each quote on an index card. On the other side of the index cards, answer key questions such as where the person was and when he or she said it. Save the original story.

## LANGUAGE ARTS • BUILDING with QUOTES/ WRITTEN LANGUAGE, continued

### Activities continued:

Then have students exchange index cards with classmates. Have them put the quotes in a logical order, writing transition sentences that lead from one quote to the next. They should complete their stories with an interesting opening paragraphs. Ask them to compare their stories with the originals.

Provide the graphic organizer LA 60-34 to help them visualize the way quotes support a story. Follow up by pointing out the importance of quotes in other types of writing.

literary  
informational

## LANGUAGE ARTS • NEWSPAPER WRITING STYLES/ WRITTEN LANGUAGE

- Goals:** To make connections through the use of oral language, written language and media and technology.  
To respond to various literary genres using interpretive and evaluative processes.  
To use critical thinking skills and create criteria to evaluate text and multimedia.  
To use language to express individual perspectives through analysis of personal, social, cultural and historical issues.

- Preparation:** Provide newspapers and an explanation of various kinds of writing. Refer to the Types of Writing chart in the Appendix, A 10, and use the following information:  
The main objective of news stories is to inform and describe. Both information and description rely on observations. Interpretation is the aim of features, news analyses, and some editorials and columns. All explain events, and giving more extensive background information than straight news stories. Some editorials and columns assume an argumentative tone. The arguments may be logical or emotional and written in first or third person. Editorials also evaluate people and events and make proposals or advocate courses of action.  
The levels of thinking demonstrated in newspaper writing correspond to the levels designated for reading and writing in the content areas. News writing is more literal. Explanatory writing is interpretive, and editorial writing is evaluative. Explain that those are broad categories and not strictly adhered to. Writers have discretion depending on the nature of the story and their objectives.

- Activities:** Using various newspapers and/or a series of stories, have students analyze the writing about a single event. They should try to identify examples of approaches explained in the preparation.  
Give students hypothetical situations or situations drawn from history or literature. They should select the best style to convey the ideas and write the story or editorial. Have students compare their writing. They should discuss how they come to their choices and whether the line between the different styles becomes blurred as they execute their writing.

literary  
critical  
expressive

## LANGUAGE ARTS • The WRITING PROCESS/ ORAL and WRITTEN LANGUAGE

critical  
informational  
grammar

- Goals:** To make connections through the use of oral language, written language and media and technology.  
To use and evaluate informational materials  
To use critical thinking skills and create criteria to evaluate text and multimedia.  
To apply conventions of grammar and language usage.

**Preparation:** Provide newspapers. Invite a newspaper writer to speak to your class or schedule a tour of a newspaper and use that opportunity to ask questions of a writer and/or editor.

Afterwards, explain the writing process involved in putting together a news story or editorial. It involves teamwork. A reporter comes up with or is assigned a story. He may discuss the topic with his editor. The reporter conducts research and writes the story. He submits his story to his editor and works with the editor to make necessary revisions. The reporter submits the story. Editors approve the final version, after evaluating its content, logic and organization. A copy editor writes headlines and subheadings for the story. Editors decide where the stories are placed in the newspaper.

Similarly, the staff who produce editorials discuss and choose topics, assign topics to different writers, make suggested changes to improve the editorials, submit to the editor for final editing and publishing and have headlines added by a copy editor.

**Activities:** Have students indicate how the steps in producing a newspaper story and editorial resemble the writing process they use in the classroom. Present the following stages:

- Prewriting – Selecting a topic, gathering ideas, and resources.
- Drafting – Outlining and writing first draft.
- Revising – Rewriting after reading and having others read copy.
- Editing – Correcting spelling, grammar, punctuation, and usage.
- Publishing – Presenting to an audience, such as a fellow student or teacher or publishing in a classroom or school newspaper.\*

Organize your classroom as a newsroom so that students serve as reporters, editors and copy editors and as a staff of editorial writers, editors for the writers and copy editors. They should select subjects to write about and follow the process outlined above. Have them evaluate the process. Consider having them assemble their stories and editorials into a classroom newspaper using a cut and paste method or a publishing software such as Microsoft Publisher.

Refer to the process when making writing assignments to students. Emphasize that professional writers revise and edit their work.

\*Garrett, *From Writers to Readers: Writer's Workshop Using the Newspaper*.



## LANGUAGE ARTS • WRITING a GOOD NEWS STORY/ WRITTEN LANGUAGE

**Goals:** To use and evaluate informational materials  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Before students begin the activity, make sure they have read several types of stories in newspapers and can name the different parts of a story such as headline, byline, subhead, photo, cutline, chart and graph.

**Activities:** Assign students the task of writing their own newspaper story. It can be a straight news story, feature, column or editorial. They should choose a topic of interest to them. They should list people and other sources of information and questions they will ask each person and they will answer through other research. They should conduct the research and write the story. They should choose the style of writing (news story, feature, column or editorial) that suits the topic and information they obtain.

Provide the following rubric for students to evaluate their writing. They should write “yes,” “no,” or “needs more work” beside each number:

1. Quality of information

My newspaper story demonstrates thorough research. I’ve cited several sources (people and other) and the story includes quotes.

2. Graphic appeal

My news story has a headline, subhead and either a photo and cutline or a chart or graph.

3. Grammar/Legibility

My story has no spelling or grammar errors.  
It is neatly written or typed.

4. Interest

My subject is interesting and my writing reflects that.  
My opening paragraph catches the reader’s attention.

5. Coverage

My story is complete, concise and accurate.

Follow up by having students assemble their stories into a classroom newspaper.

They should form an editorial board to decide placement in the newspaper and organize the stories into appropriate sections (news, features, sports, business, editorial, entertainment).

## LANGUAGE ARTS • CREATING a NEWSPAPER/ ORAL and WRITTEN LANGUAGE

critical  
word study  
informational  
expressive

**Goals:** To apply enabling strategies and skills to read and write.  
To apply strategies and skills to create oral, written and visual texts.  
To make connections through the use of oral language, written language, and media and technology.  
To explore and analyze informational materials.  
To use critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide students with the same front pages and/or editorial pages. Poster board is needed if students create their own front and editorial pages. Also prepare a bulletin board that displays a labeled front and/or editorial page. Include front page terms such as flag, headline, top story, cut, cutline, dateline, wire services, byline, index and jump. Include editorial page terms such as editorial, editorial column, political cartoon, letters to the editor and masthead. Refer to the labeled pages locate in the Appendix on pages A 4 and A 5.

Provide elementary-age children with the four-page outline for a newspaper also provided in the Appendix, A 11 – A 14. Read to the class or have students read to the class the children's book, *The Furry News*, about a group of animals who organize themselves to produce a community newspaper.

**Activities:** Decide which of the following are useful in introducing newspaper terms to your students:

1. On a portable or stationary bulletin board, use yarn and tacks to match terms and parts of the front and/or editorial page. Remove the tacks, dropping the yarn and have students identify the parts of the page by replacing the yarn.
2. Have students refer to the bulletin board and create a scrapbook that illustrates each term.
3. Ask students to layout or sketch a front page or editorial page, and include all of the items listed for each page. Then have them use the layout as an outline for stories and art that they create for their own front and/or editorial pages. Art can be pasted as well as drawn. One approach is for students to create pages about themselves. They should interview family members and use childhood photos.

Or they can write about a period of history or the future. Consider requiring students to produce pages about their classrooms, grade level, school, neighborhood, larger community, region, nation and world.

If computers and computer programs are available to them, students can use word processing and layout programs such as Microsoft Word and Publisher to create their pages.

Ask students to think about the criteria for a good newspaper and try to apply the standards to their newspapers. An outline for a newspaper is provided in the Appendix, A 11 – A 14, to aid students in their writing and design.

**Goals:** To explore and analyze informational materials.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Collect newspapers that you need for the activity. Order class sets of area newspapers, have students bring to class other local newspapers available in their homes, have them write and ask relatives in distant cities for single copies of newspapers serving their communities, ask students to bring to class newspapers from places where they or their parents travel, ask librarians for sample newspapers and/or buy selected national newspapers from newsstands.

To receive selected newspapers on a specific date, such as the day following an election or a holiday, write Newspaper in Education departments at various state and national newspapers and ask for newspapers on the day you select. Ask your area newspaper for directions on how to conduct the “Target Date” activity and receive a list of newspapers willing to send one newspaper to students who write them. Consider using foreign as well as local and national newspapers.

Use Web sites to compare newspapers. Visit the Web site for the N.C. Press Association (<http://www.ncpress.com>) for links to North Carolina newspapers and the Web site for the Newspaper Association of America (<http://www.naa.org>) for links to national and international newspapers. Today’s front pages can be found on the Newseum Web site (<http://www.newseum.org>).

**Activities:** Begin by having students study newspapers that serve their communities and that they read regularly. Even though they should ask for and consider adult viewpoints, they should not judge publications based on others’ statements but rather should form their own opinions based on what they read and find to be true. They should support opinions with examples. As students develop an understanding of the area newspaper(s), introduce new, less familiar newspapers. To keep them from dealing in superficial comparisons, have them read a selected newspaper over weeks, keeping notes about what they read and observe. Thoughtful analysis results from direct experiences with newspapers.

Have students discuss each newspaper’s overall purpose. If students need direction, provide a list of specific characteristics for them to use in making comparisons, such as the following:

- Size of the newspaper
- Use of color
- Use of photos and graphics
- Organization of sections
- Types of news coverage (local, state, regional, national, world, feature or “soft” news, hard news, business, entertainment, analysis)
- Types of advertising
- Areas where newspapers circulate
- Corporation or family who owns the newspaper
- Use of headlines
- Use of wire services/news services/bylines

## LANGUAGE ARTS • COMPARING NEWSPAPERS/ WRITTEN LANGUAGE, continued

critical  
informational

### Activities continued:

Through newspaper comparisons, students become more aware of their own community and others across the country. If students are studying different states, Target Dating is a great way to introduce map skills and information about different cities and states. Whenever students talk about their Target Date newspaper, have them find on a map the city and state where the newspaper is published. Ask students to design a promotional ad for one of the newspapers. In the ad, feature the newspaper's prominent or unique characteristics.

If wishing to emphasize journalistic ethics, have students interview newspaper staff and conduct other research. Also have them compare subscription newspapers with "tabloids" sold primarily on racks in supermarkets. Ask questions such as the following: Do headlines reflect the stories' contents? Are people shown together in photos really together? Are the photos authentic or pieced together? Is the focus on personal, private lives? on celebrities? on sensational scientific findings? Are the ads for goods or services not available locally? Must the goods or services be ordered through the mail? Do ads promise results that seem unlikely, such as miraculous weight loss?

As students become more discerning, offer more abstract criteria for judging newspapers, such as the extent to which they offer reliable, in-depth information and whether the newspapers take seriously their roles as watchdogs by covering events, discussing ideas and offering viewpoints that may not be popular.

Set as your first priority making students critical readers of local and area newspapers that offer news most directly affecting their lives. Broaden their interests and exposure using newspapers that offer news and analysis about events far from home and about less familiar topics. Use news that interests them as the bridge to less familiar publications. Emphasize relevance.

Refer to the Appendix, page A 15–A 16, for more suggestions on Target Dating. Through newspaper comparisons, students become more aware of their own community and others across the country. If students are studying different states, Target Dating is a great way to introduce map skills and information about different cities and states. Whenever students talk about their Target Date newspaper, have them find the city and state where the newspaper is published on a map.

## LANGUAGE ARTS • NEWS STORY to NEWSCAST/ ORAL and WRITTEN LANGUAGE, OTHER MEDIA and TECHNOLOGY

critical  
literary

**Goals:** To refine critical thinking skills and create criteria to evaluate text and multimedia.  
To respond to various literary genres using interpretive and evaluative processes.

**Preparation:** Provide newspapers. Have students watch a TV telecast. Ask them to describe the role of each person on the telecast, using the list of roles listed below.

**Activities:** Ask students to select a newspaper story about an interesting or significant event. It may deal with sports, local or national news. Divide the students into groups of four or five and ask them to turn the news story into a TV telecast.

## LANGUAGE ARTS • NEWS STORY to NEWSCAST/ ORAL and WRITTEN LANGUAGE, OTHER MEDIA and TECHNOLOGY, continued

### Activities continued:

Ask them to compare what they see on TV with the roles you assign them:

- **New Anchor:** Your job is to report the facts of the story as objectively as possible and to make transitions between stories and/or reporters.
- **Roving Reporter:** Your job is to interview one of the subjects involved in the story.
- **Subject:** You're one of the characters in the story. Your job is to tell the roving reporter what happened.
- **Other Person Involved in the Story:** You're one of the characters in the story. Explain what you saw or did. (Include the role if five students are in the group)
- **Color Commentator:** Your job is to state your opinion about the story. Be sure to back up your opinion with facts.

Working together, students should turn the newspaper story into a TV story. Each person should play a part.

Have each group of four or five present their story to another group. Have the groups evaluate each other, making sure that they indicate what is good about the presentation and what might be changed. After practicing, have them present before the class.

As a variation, have students select a story about someone they consider a hero and make the person involved in the story someone who benefited from or witnessed the heroic act.

critical  
literary

## LANGUAGE ARTS • REVIEWING BOOKS/ WRITTEN LANGUAGE

- Goals:** To respond to various literary genres using interpretive and evaluative processes.  
To use critical thinking skills and create criteria to evaluate text and multimedia.

- Preparation:** Provide sections of the Sunday or others days' newspapers that carry book reviews, and have students read several of the reviews. Explain and discuss the significance of book reviews.

A book review is written with certain questions in mind:

1. Was the book worth reading?
2. What did the book set out to do? Did it succeed? Can the advice it gives be followed?
3. Did it enlighten and/or entertain?
4. Was the time spent reading the book worthwhile?

All of the questions imply an agreement between the reader and the author. The author wants the reader's time and attention and claims to offer an enriching experience in return. The reviewer must determine whether the trade is fair.

The reviewer may discuss several aspects of a book, its plot, characterization, setting, philosophy, dialogue, organization, the way the writer leads readers through the book and whether the readers are made to sympathize with characters and situations that are outside their own experiences.

critical  
literary

## LANGUAGE ARTS • REVIEWING BOOKS/WRITTEN LANGUAGE, continued

critical  
literary

**Activities:** Ask students to read and analyze book reviews. Have them pick out the reviewer's comments about the various aspects of the book, its plot, characterizations, etc., and chart the strengths and weaknesses that the reviewer attributes to the books.

Follow up with related assignments: Have students read a book that was reviewed in the newspaper, write reviews of those books and compare evaluations. Have them read other books and write reviews using the best book reviews as models.

## LANGUAGE ARTS • CRITICAL REVIEWS/WRITTEN LANGUAGE

critical  
literary

**Goals:** To respond to various literary genres using interpretive and evaluative processes.

To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide students with sections of the newspaper that carry reviews, and/or summaries and evaluations of movies and TV programs.

Describe and explain reviews: A review is an evaluation of a work of art, performed, written or visual, usually labeled as such in the newspaper. The label is an important signal to readers telling them that different rules apply.

Unlike the straight news story, the most important function of the review is to interpret and make judgments. A reviewer, for example, may dislike slapstick and say so emphatically and appeal instead for sharp dialogue. Such personal preferences show up.

**Activities:** Have students identify and classify reviews. Newspapers carry reviews of books, movies, TV shows, plays and recordings. There may be other types.

Identify a TV show, book, play, etc. that students can review and compare with reviews in the newspaper.

1. How were the ideas conveyed?
2. Were examples used or were assertions unsupported?
3. What techniques were used: quotes, descriptions of scenes, etc.?
4. Was the approach emotional or logical?
5. Was the review enjoyable regardless of whether you agree or disagree with it?

If necessary, explain emotional and logical approaches. An emotional criticism says in so many words, "I like...or I dislike..., but don't ask me why." A logical criticism asserts that there are standards against which the book, TV show, etc. are measured. The reviewer tells whether it fails or succeeds in meeting the standards. Most reviews are a blend of both logical and emotional.

An easier approach to this kind of activity is to identify sections where TV shows and movies are summarized in one or two sentences. Often there are ratings of some kind, such as ★★★★★ for an excellent movie or TV show and ★ for very poor ones. Have students compare their summaries and evaluations with those in the paper.

## LANGUAGE ARTS • ANALYZING AUTHOR'S TECHNIQUES/ WRITTEN LANGUAGE

**Goals:** To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and the following criteria for analyzing different articles in the newspaper. The questions can also be applied to letters to the editor and columns of all kinds.

**Activities:** Apply the following questions to newspaper content:

1. What is the source/publication?
2. What is the reputation of the publication?
3. Who is the writer?
4. What are the writer's qualifications?
5. What is the author's primary aim? (To inform, instruct, persuade, praise...)
6. Are the statements primarily facts, inferences or opinions?
7. Does the writer rely heavily on connotative words that indicate a point of view? If so, is the point of view appropriate in that type of story? in the context?

Have the whole class read the same article or item from the newspaper and compare their answers and/or assign different articles or items to groups and have them discuss their answers in groups.

critical

## LANGUAGE ARTS • AUDIENCE ANALYSIS/ WRITTEN LANGUAGE

**Goals:** To use and evaluate informational materials.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers.

**Activities:** Choose or have students choose features from the newspaper to evaluate in terms of audience appeal. Start with something that requires less reading such as comics and classified and retail ads and move toward analysis of advice columns, news stories, letters to the editor and editorials. They should answer the following questions:

1. What is the message? What is said?
2. What is the purpose? (To sell, inform, persuade, entertain, stimulate thinking)
3. Who is the audience? Who is the writer trying to reach?
4. What is the audience's interest in the subject/ information?
5. What language is used? (slang, difficult words, short phrases, long sentences and paragraphs)
6. What is the tone of the writing? (straight forward, sarcastic, alarming)

As students write their own ads and stories, have them use the questions above to make sure their writing is clear and focused.

critical  
informational

## LANGUAGE ARTS • FAULTY REASONING/ WRITTEN LANGUAGE

critical

**Goals:** To use and evaluate informational materials.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and point out content that is likely to contain fallacious reasoning. The more factual the information the less likely it is to show faulty logic. Statements of opinion are found in quotes, editorials, letters to the editor, editorial columns, sports columns and in comics and horoscopes. Some columns such as Dave Berry's column uses fallacious reasoning for a purpose. His writing is "tongue in cheek." Except when a purpose is being served, newspaper writers should not draw conclusions without factual support. The same is true of other writers.

Introduce the following examples of fallacious reasoning:

1. Mistaken causal relationships: Driven by excess zeal for money, Fox TV has produced another reality TV show.  
(Why such a conclusion? Is the statement supported by facts?)
2. Statistical fallacy: During the past 20 years, the number of women hired as supervisors has increased 200 percent.  
(What was the increase? From one to three).
3. Begging the questions: The football team and cheerleaders wore handsome uniforms for last night's game.  
(What about the game itself?)
4. Hasty generalizations: The preview proves that the movie is lousy.  
(Doesn't the movie deserve more than a look at the preview?)

**Activities:** Assign students articles or sections of the newspaper to read and look for fallacious reasoning. Start with comics and horoscopes and work toward careful reading of humorous columnists and editorial content, including letters to the editor and political columns. (Note that opinion writers may write about the same subject, use much of the same factual information, and come to different conclusions. Their writing may not demonstrate fallacious reasoning. Rather they underscore differences in philosophy and interpretation.)

Have students write letters to the editor that are not logical and have others point out the errors and suggest corrections. Have them write logical letters and explain why they are so.



## LANGUAGE ARTS • FORMING VALID JUDGMENTS/ WRITTEN LANGUAGE

**Goals:** To use and evaluate informational material.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Have students read and reread stories in the newspaper and evaluate carefully their own points of view. To help them evaluate, ask these questions: What is your stake in this event? How do you feel about the situation?

Discuss definitions of bias and prejudice. Bias is synonymous with point of view and is less strictly emotional than prejudice. Biases are shaped by many factors: background, education, peer pressure, nationality and religion.

To dramatize differences in point of view, present an important story and have students decide who the interested parties are and what their reactions are likely to be.

Be aware that wide reading and the ability to discuss controversial issues are needed to make this activity work well. Students must listen and consider others' opinions and communicate about subjects that elicit emotional responses. Also remind them that editorials, columns, and other opinion writing, by definition, offer points of view.

**Activities:** Present the following questions to students. They can be used regularly to give practice in analyzing information and forming valid judgments.

A. The writer's competency and integrity

1. Is the writer an authority?
2. How does this writer get his information?
3. Does the writer make sense?

B. The writer's use of source and evidence

1. What evidence is presented to document the assertion?
2. Is the evidence fact or opinion?
3. Is anything missing?
4. What is the writer's purpose?
5. Does the writer have a hidden motive that you can detect?

C. The reader's ability to form, revise and test opinions

1. Are the premises valid?
2. Why are these facts important to me?
3. Do the conclusions necessarily follow?
4. What are others saying about this topic?
5. Who stands to gain if I accept this without question?
6. Does my lack of knowledge keep me from accepting this?
7. Does my background make me intolerant of this point of view?
8. Is the information as true today as when it was written?
9. What more do I need to know before I come to my own conclusions?

## LANGUAGE ARTS • RECALLING and RETELLING EVENTS/ ORAL and WRITTEN LANGUAGE

literary  
expressive

**Goals:** To respond to various literary genres using interpretive and evaluative processes  
To use language to express individual perspectives in response to personal, social, cultural and historical issues.

**Preparation:** Select a story or passage from the newspaper to read to the class. Give students a purpose for listening by asking them to recall events from the selection. Provide the student worksheet LA 72-35.

**Activities:** Read aloud the selection. Have students retell or role play the events in the order they occurred or were presented in the story. They can use storyboards in the retelling. Provide the graphic organizer LA 72-35.  
Then have students choose and read their own selections from the newspaper. They should identify all of the people named in or affected by the story. Then they should choose one person and tell and act out the story from the perspective of that person. Have them consider bystanders. Ask how the retelling is like and different from the original news story. Ask how they'd tell the story if they were the reporter.

## LANGUAGE ARTS • WRITER'S POINT of VIEW/ WRITTEN LANGUAGE

literary  
critical

**Goals:** To respond to various literary genres using interpretive and evaluative processes.  
To refine critical thinking skills and apply criteria to evaluate text and multimedia.

**Preparation:** Provide students with newspapers that have feature stories and/or columns. Use a variety of stories, some in which the writer clearly expresses a point of view and others in which the reporter writes as an observer.

**Activities:** Give students time to read the feature story or stories and answer the following questions:

1. What is the subject of the story?
2. Why do you think the writer chose this subject?
3. How does the writer appear to feel about the subject?
4. How open is the writer in expressing his/her feelings?
5. How do you feel about the subject?
6. Does the writer succeed in his emotional appeal; that is, does he/she make you feel as he/she does about the subject?

Discuss the answers, stressing the difference between the reader's and author's points of view.

A human interest photograph can be analyzed in the same manner to lead into the activity and to shorten and vary the content.

**Goals:** To respond to various literary genres using interpretive and evaluative processes.  
To use critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and have students find out as much as possible about the knowledge and skills of reporters and editors by following their stories and columns over a period of time.

**Activities:** Have students evaluate a story or series of stories using the following guidelines:

1. Is it clear and comprehensive?
2. Is it informative?
3. Is it authoritative?
4. Is it accurate and fair?
5. Is it specific?

A test of clarity is how well the information is communicated. An informative story presents facts significant enough to justify the time the reader gives to it. To be authoritative, a writer must know his subject. If a reporter covers a beat over a long period of time, the subject (schools, state or local government, etc.) will become familiar to him/her, making him/her an authority. (Expert opinions also add weight to the story, but expert opinions and the writer's opinions should not be confused.)

News is fair if all interested parties are given a chance to comment and if expert opinions are sought. Accurate reports offer no distortion and do not pass off false statements as truth. Factual stories are believable only if events and/or statements are given to support conclusions.

Beyond the guidelines outlined here are considerations of style, grace, flow and cadence. Relate those aspects of writing to stories in the newspaper, especially when studying those in other literature.

Competent writing is the heart of the newspaper. If any newspaper fails to measure up to the standards set for good journalistic writing, the paper loses its credibility and its ability to serve the community is diminished.

## LANGUAGE ARTS • FIGURATIVE LANGUAGE/ ORAL AND WRITTEN LANGUAGE

literary  
expressive

**Goals:** To demonstrate understanding of various literary genres, concepts, elements and terms.  
To use language to express individual perspectives in response to personal, social, cultural and historical issues.

**Preparation:** Provide copies of newspapers and introduce terms as required by the activities.

**Activities:** Discuss a specific form of figurative language, such as personification (assigning human characteristics to abstract ideas or objects). Have students select an item found in the advertisement section of the newspaper and write a story about it. Give these instructions:

1. Write in the first person
2. Include the person who bought the item, the type of home, etc.
3. Read aloud your story to other students in small groups.

For example: A tire feels flat and tired from a long trip or clean, fresh and proud as it is shown to a customer.

Emphasize other forms of figurative language (simile, metaphor, hyperbole).

1. Simile – a comparison using the words “like” or “as”. For example: Her temper was like foaming bath oil.
2. Metaphor – a comparison leaving the reader to supply “as-if” for himself. For example: She is a sunflower dressed in her black and gold.
3. Hyperbole – an exaggeration for emphasis without any intention of deceiving. For example: To have a batting average that good, he must practice 30 hours a day.

After a discussion of figurative language and its use, use newspapers to locate and circle examples of figurative language. The best examples can be found in feature stories. Those examples should be used in expressive writing assignments or in original illustrations. Students may use people, places, things and happenings in the news to come up with similes, metaphors and hyperboles.

## LANGUAGE ARTS • CHARACTER CLUES/ WRITTEN LANGUAGE

literary  
informational

**Goals:** To use and evaluate informational materials.  
To respond to non-fiction using interpretive and evaluative processes.

**Preparation:** Provide newspapers and the student worksheet LA 74-36.

**Activities:** Ask students to explore a character presented in newspapers. The person may be someone in comics and sports or someone in news stories and features. They can also use photos and other resources. Have them tell as much as they can about the character using the categories on the graphic organizer LA 74-36:

Physical  
Mental  
Emotional

Social  
Background

## LANGUAGE ARTS • CHARACTER CLUES/ WRITTEN LANGUAGE, continued

**Activities continued:** Ask where there are gaps in their knowledge and where they can find the information they want to know.

literary  
informational

## LANGUAGE ARTS • DESCRIBING a PERSON/ ORAL and WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.  
To respond to non-fiction using interpretive and evaluative processes.

**Preparation:** Provide newspapers and the student worksheet LA 75-37. From the newspaper, have students identify a person or character to analyze. For a more thoughtful analysis, have students save several articles over a period of time about the person they choose.

**Activities:** Have students look through the newspaper and list all of the sections and/or pages where people are mentioned or featured. They should find people in almost every section; their list should include comics and ads.  
Have students read an article in the newspaper and then list ten words that describe one of the persons mentioned in the story. Have them discuss the reasons for listing certain words and the importance of reading between the lines. Students should keep their list of words and add or take away from the list over a period of time such as two weeks as they read additional stories about the same person.

To make sure that students broaden their vocabulary and examine carefully the person's words and actions, provide a list of words for them to choose from, such as the following:

honest	proud	mature	humble
happy	demanding	responsible	assertive
friendly	moody	afraid	aggressive
sad	angry	mischievous	impulsive
sensitive	intelligent	clumsy	hardworking
jealous	ambitious	dependable	zealous
popular	hostile	shy	critical
energetic	studious	helpful	strong
courageous	kind or caring	respectful	athletic
confident			

Discuss whether the words they choose best describe personality or character and whether they relate to both. Ask students to compare their conclusions and write character sketches. In choosing descriptive words and writing papers about the person, require students to offer factual support for their conclusions and generalizations

One approach would be for them to put the person's name in the center of a circle and build a map around the name by listing the words they choose outside the circle and then listing the reasons for choosing the word. Reasons should be behaviors or statements made by or about the person. Provide the graphic organizer LA 75-37.

literary  
informational

## LANGUAGE ARTS • RATING BEHAVIOR/ WRITTEN LANGUAGE

literary  
informational

- Goals:** To apply strategies and skills to comprehend text that is reading, heard and viewed.  
To explore and analyze informational materials.  
To respond to non-fiction using interpretive and evaluative processes.

**Preparation:** Provide newspapers and the student worksheet LA 76-38.

**Activities:** Ask students to choose an interesting person from a comic, news, feature or sports story or an advice column. They should read an in-depth report, choose someone who is in the news over several days or choose someone who is in the newspaper on a regular basis. For example, comic characters appear in each day's paper.

Then have them rate the person's behavior using the rating scale provided in the graphic organizer LA 76-38. They should also be able to support their conclusions with facts from the story.

Follow up by having them think about their own experiences and why it is hard to be strong and happy all of the time.

## LANGUAGE ARTS • A POSITIVE ROLE MODEL/ WRITTEN LANGUAGE

literary  
informational

- Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.  
To respond to non-fiction using interpretive and evaluative processes.

**Preparation:** Provide newspapers and the student worksheet LA 76-39. Discuss the meaning of fame and celebrity. Point out people whose heroic actions or achievements made them famous such as Albert Einstein, Mother Theresa and Winston Churchill.

Point out that people in their daily life also show courage and achieve worthy goals, even though they are not famous and cannot claim celebrity status. Discuss the fact that people who show courage and work hard to achieve worthy goals are all positive role models whether they are famous or not.

**Activities:** Have students record four qualities of a positive role model on the graphic organizer LA 76-39. They may draw the qualities from a list of character traits. Then they should find someone in the newspaper who demonstrates the traits. Then they should write about things they can do to develop the traits in themselves. You may want their writing about self-improvement to be confidential.

Adapt the activity by having students substitute other terms for role model. For example, they can look in the newspaper for traits of a good scientist, parent, sibling, friend or leader. After students characterize several "good people," ask them if there is a common set of traits.

Then, have them identify people in literature and history with the same or similar positive traits.

## LANGUAGE ARTS • COMPARING HEROES/ ORAL and WRITTEN LANGUAGE

**Goals:** To respond to various literary genres using interpretive and evaluative processes.  
To explore and analyze informational material.

**Preparation:** Provide newspapers. Discuss the fact that fictional and non-fictional heroic figures play key roles in works of literature. Conduct this activity after students have read books and stories about people who have shown courage in some ways.

**Activities:** Have students think about and write about what they believe makes a hero. They should also use dictionaries and other resources. Ask them challenging questions, such as: What is the difference between courage and heroism? What is the difference between physical and other types of courage? Is devotion to a cause an act of heroism? Does a single act of extreme courage qualify someone as a hero?

Have them select one or more heroic figures from literature and identify someone in the newspaper whom they consider a present day hero. Have them compare the hero from literature with the present day hero. They should write their definitions or criteria for choosing the heroes at the top of a page and use a Venn diagram to make the comparison. They should write a paper based on their analysis and share their thinking with another student or the class through oral presentations.

literary  
informational

## LANGUAGE ARTS • QUALITIES of a LEADER/ WRITTEN LANGUAGE

**Goals:** To apply strategies and skills to comprehend text that is read, heard and viewed.  
To explore and analyze informational materials.  
To respond to non-fiction using interpretive and evaluative processes.

**Preparation:** Provide copies of the newspaper and the worksheet LA 77-40. Point out that generalizations are made from information that appears to be consistent. For example: If eight of ten three-year-olds prefer blocks to paper and pencil, then a generalization can be made concerning three-year-olds. That is, most three-year-olds prefer building with blocks to paper and pencil tasks.

**Activities:** Have students read articles dealing with government officials and make a list of leadership qualities they exhibit. A list might include intelligence, enthusiasm, decisiveness, honesty and demonstrated effectiveness. List the qualities on the board. Point out that interpretive reading is necessary to make generalizations.

Ask students to identify the qualities they prefer in a leader and list those in order. Follow up with questions that stimulate students to make generalizations about what makes a good leader. Provide the graphic organizer LA 77-40 and have students answer questions such as:

1. Who is most admired?
2. What qualities do they exhibit?
3. Do those qualities correspond to ones you admire in a leader?
4. Which qualities would you like to develop in yourself?

This activity can be adapted. Use it with comics and other newspaper sections to show differences in types of personality and point out qualities that make a person kind, courageous, likeable, thoughtful, funny or a good friend.

literary  
informational

## LANGUAGE ARTS • REWRITING FAIRY TALES/ ORAL and WRITTEN LANGUAGE

literacy

**Goals:** To explore and analyze informational materials  
To respond to various literary genres using interpretive and evaluative processes.

**Preparation:** Provide newspapers and a collection of fairy tale examples such as *Snow White* and *Little Red Riding Hood*.

**Activities:** Ask students to choose one example of a hard news story and identify and discuss the inverted pyramid structure and the five Ws and H in the lead paragraph. Have students list a number of familiar fairy tales. Choose one fairy tale to rewrite in the inverted pyramid style, point out the five Ws and H. Discuss the differences in the sequence between the news story version and the fairy tale version.

Then ask students to take notes as you read several fairy tales aloud. (If necessary, read the fairy tales twice.) Ask students to choose one of the fairy tales and, using their notes, rewrite it in inverted pyramid style with the five Ws and H in the lead paragraph. Ask students to read aloud and discuss the variety of final versions.

## LANGUAGE ARTS • FEATURE STORIES vs. SHORT STORIES/WRITTEN LANGUAGE

literacy

**Goals:** To make connections with text through the use of oral language, written language and media and technology.  
To respond to various literary genres using interpretive and evaluative processes.

**Preparation:** Provide copies of newspapers and the student worksheet LA 78-41. Have students read a short story and a feature story. Help them choose a feature that is similar to a short story in that it tells a story about someone or an important event or events.

**Activities:** Have students write a comparison of the writing of the short story and the writing of a feature story found in the newspaper. Point out the importance of human and emotional appeal in the feature story. Have them consider the following when writing their comparisons:

purpose/ for writing	plot
title/headline	theme
setting	atmosphere (mood)
characters	

They should also consider the length of each story and the length of time spent writing each story. Provide the graphic organizer LA 78-41 for students to record their answers.



## LANGUAGE ARTS • FICTION VS. NON-FICTION/ WRITTEN LANGUAGE

literary

**Goal:** To respond to various literary genres using interpretive and evaluative processes.

**Preparation:** Provide newspapers that have feature stories. Sunday editions frequently run lengthy feature stories.

Describe aspects of story writing common to fiction and non-fiction, such as characterization, dialogue, description of place, etc. and techniques used in organizing stories, such as word choice, the anecdotal lead, summary statements and suspense.

1. Meaningful word choice involves setting tone as well as being exact in meaning.
2. An anecdotal lead is a short narrative written to draw the reader into the story.
3. A summary paragraph tells the content and organization of the rest of the story. It is often called the kernel or nut of the story.
4. Suspenseful writing plants questions in the readers' minds that lead them through the story.

**Activities:** Have students read features and analyze the writing. Discuss characterization, dialogue, etc. and pick out the anecdotal lead, summary statement and leading questions used to create suspense and hold the reader's attention. Have students identify key words and descriptive words that the writer uses to convey meaning and create the desired mood.

## LANGUAGE ARTS • COMPARING GENRE/ WRITTEN LANGUAGE

literary

**Goals:** To make connections with text through the use of oral language, written language, and media and technology.  
To respond to various literary genres using interpretive and evaluate processes.

**Preparation:** Provide students with copies of newspapers and a selection of short stories. Explain the inverted style of writing. A detailed explanation is provided in the NEWSPAPERING section on page N 16.

Compare the composition of a short story with the inverted pyramid style of a straight news story. Use the outline given below:

NEWS STORY	SHORT STORY
headline (main idea)	title
straight lead (summary, most important details)	introduction
background information	details
less important details	conclusion

**Activities:** Have students rewrite a news story as a short story and a short story as a news story. Discuss any changes that are made in content, particularly in the chronology of events and the order in which they are presented in the different versions. Also, have students identify features that follow the outline of a short story.

An easier approach would be to have students read nursery rhymes and fairy tales and write them as news stories. Point out that newspapers generally use present tense verbs. You can give examples of headlines such as, "Woodsmen Saves Riding Hood," and challenge them to write better ones. Students are likely to enjoy hearing each other's headlines and stories.

## LANGUAGE ARTS • SOCIAL ISSUES/ORAL AND WRITTEN COMMUNICATION

literary  
informational

**Goals:** To synthesize and use information from a variety of sources.  
To respond to literary genres using interpretive and evaluative processes.

**Preparation:** Present the following activity to students who have read a short story, play or novel about a social issue or theme that affects youth and families. Provide newspapers.

**Activities:** Divide students into groups of three or four and have them brainstorm issues that affect them and their families. Encourage them to generate more than three by giving extra credit or recognition for coming up with more.  
Have students look through newspapers to find stories about the issues they have identified. They should copy the headline and dates of the different stories and identify the issue that each story addresses. Encourage them to find more than six stories by offering additional points or recognition.  
Have each person in the group read one of the stories they listed. They should first identify the important facts. Then have students use the facts to write a summary and exchange the summary with another member of the group. Ask them to read the summary they receive and write a response to it. Before writing, they may need to ask the other students to clarify information presented in the summary.

Follow up the reading and writing with a discussion. Direct students with questions such as:

1. What is the most significant challenge families face in our society?
2. What can or should be done to address specific issues affecting youth/families in our society?
3. Which issue would you like to know more about?
4. Create questions about the issue that you would like to know more about.
5. Conduct additional research using all available sources.
6. Continue to share your findings with classmates.

## LANGUAGE ARTS • CONNECTING LITERATURE to LIFE/WRITTEN LANGUAGE

literary

**Goals:** To make connections through the use of oral language, written language and media and technology.  
To respond to various literary genres using interpretive and evaluative processes.

**Preparation:** Provide students with newspapers. Mention that newspaper writers rely on facts. Most other writers are freer to imagine and/or change characters and events, though all good stories are realistic to some extent.

**Activities:** Assign students any of the following. Each activity relates the content or style used in literature to newspapers.

- A. Find characters and settings in newspapers that are like ones in literature, such as those described in Robert Frost's "Death of the Hired Man."
- B. Collect groups of photos and articles from newspapers that depict 20th century characters comparable to pilgrims in Chaucer's

## LANGUAGE ARTS • CONNECTING LITERATURE to LIFE/ WRITTEN LANGUAGE, continued

### Activities continued:

Canterbury Tales. Choose people from politics, education, sports, TV and movies. Label the different personality traits and lifestyles.

- C. Compare the writing style of editorials and essays, such as those of Bacon and Locke or the transcendentalists Emerson and Thoreau. Review the essay's purposes and use them to classify essays and newspaper editorials. Present the following: to inform, persuade, criticize, interpret and entertain.

literary

## LANGUAGE ARTS • BOOKS about NEWSPAPERS/ ORAL and WRITTEN LANGUAGE

**Goal:** To respond to various literacy genres using interpretive and evaluative processes.

**Preparation:** Review the list of books about newspapers printed in the Appendix A 17 – A 19. Ask your media specialist at school or public library if there are other books about newspapers that might interest your students.

**Activities:** During your study of newspapers, choose one of the children's books about newspapers to read aloud to the class or have students read them on their own. Encourage them to bring in other references they find to newspapers and other news media in books they read and add books and summaries about them to the list.

Children who tour newspapers may write their own books about the way newspapers are produced. They may also insert references to newspapers and news reporting into other types of stories they write.

literary

## LANGUAGE ARTS • DISTINGUISHING FACT from OPINION/ WRITTEN LANGUAGE

**Goals:** To explore and analyze informational materials.  
To use critical thinking skills and create criteria to evaluate text and multimedia.

**Preparation:** Provide newspapers and the student worksheet LA 81-42. Discuss fact, opinion and interpretation and where they are found in newspapers.

A fact can be verified by objective criteria. An opinion reflects an individual's impression or judgment. The newspaper is expected to keep certain parts of the paper factual while setting aside other parts for expression of opinion.

Editorial and opposite editorial pages carry the newspapers' opinions, reader's opinions in letters to the editor and viewpoints expressed by columnists. Straight or hard news is factual and is found throughout the paper. Quotes within news stories reflect the opinions of those interviewed and not the writer's.

Feature stories may be either heavily factual or reflect judgments made by the writer. Feature writers have more license than other reporters and try to choose the style appropriate for the content of the story. Generally, feature writers use facts to build a story, going beyond the facts but not making clear statements of opinion or advocating a course of action. More than feature writers, columnists published on and off editorial and opposite editorial pages express their opinions in their writing.

argumentative  
informational  
critical

## LANGUAGE ARTS • DISTINGUISHING FACT from OPINION/ WRITTEN LANGUAGE, continued

argumentative  
informational  
critical

**Activities:** Have students do the following:

1. Identify statements of fact and opinion.
2. Identify interpretations that go beyond facts but do not advocate a position or course of action.
3. Classify the above by section and type of story.
4. Identify the person expressing the opinion.
5. Discuss what you find.

Ask the following questions to direct class discussion:

1. Does everyone agree about what is fact and what is opinion?
2. Is it difficult to differentiate fact from interpretation and interpretation from opinion? Is there disagreement among students?
3. What is the proportion of fact to opinion in each section and type of story?
4. How much space is given to each?

Provide graphic organizer LA 81-42.

## LANGUAGE ARTS • LETTERS to the EDITOR/ WRITTEN LANGUAGE

argumentative  
informational

**Goals:** To refine the understanding and use of argument  
To explore and analyze informational text.

**Preparation:** Provide newspapers that have several letters to the editor.  
Explain that the letters to the editor provide readers the opportunity to express their ideas, opinions, comments or criticisms regarding current events, government policies or the newspaper's philosophy or treatment of a story. Letters cover local, state, national and/or world issues.

**Activities:** Have students read and determine the purpose for each letter. Also have them classify the letters according to areas of primary concern—local community, state, nation or world. See page SS 26 – SS 27 for suggested ways to help explain local, state, national and world news.

Continue the activity for several days and use a variety of papers. Have students analyze what they find in each paper:

1. What are the letter writers' primary concerns?
2. Are there more letters about local, state, national or world issues? Why?
3. Does the newspaper's coverage affect the content of the letters? Do local papers run only letters about local issues?
4. Which letters are most persuasive?
5. Which letters address concerns and viewpoints you share?

Ask students to select a letter that created interest in a subject new to them and answer these questions:

1. What did you know before you read the letter?
2. What did you learn from the letter?

## LANGUAGE ARTS • LETTERS to the EDITOR/ WRITTEN LANGUAGE, continued

### Activities continued:

3. What opinion did the letter writer express?
4. Was the person's writing particularly effective? How?
5. What more would you like to know about the subject before forming your own opinion?

Conduct research to find answers to your remaining questions. You may continue to find information in the newspaper. You may want to use newspaper archives to find news stories about the subject of interest. You can obtain access to a newspaper's archives through its Web site. Sometimes access to the archives is free, and sometimes a user must pay for access to a newspaper's archived stories. Once you have complete information, write a letter to the editor on the subject and mail it to your area newspaper.

argumentative  
informational

## LANGUAGE ARTS • A CARTOONIST'S ATTITUDE and OPINION/ WRITTEN LANGUAGE and MEDIA and TECHNOLOGY

- Goals:** To examine the foundations and use of argument.  
To explore and analyze informational materials.  
To use critical thinking skills and create criteria to evaluate text and multimedia.

- Preparation:** Provide students with newspapers that have editorial cartoons. Review background information about the people and events in the cartoons before asking students to answer questions. Have students locate and read news stories about the subjects of the cartoons.

- Activities:** Select or have students select cartoons to interpret. Discuss the background and have them answer one set of the questions listed below. Explain that the content of the cartoon will determine which set of questions is better. Some cartoons focus on characters and others on issues and problems.

### PROBLEM SOLVING

1. What problem is presented?
2. Is there a solution to the problem suggested by the cartoon? If so, what is it?
3. Do you agree or disagree with the cartoonist's analysis of the problem? Why?

### CHARACTER ANALYSIS

1. Who is pictured in today's cartoon?
2. What is each person doing?
3. What has the cartoonist done to make the characters look funny?
4. What is the cartoonist saying about the characters? Do you agree?

To extend the activity, have students collect the cartoons they analyzed and rank them according to quality, relevance and importance. Also, have them write opinions about the problems and people presented in the cartoons and related stories.

For more ideas about political cartoons, visit the Web site:  
<http://cagleslate.msn.com/> (accessed April 2003)

argumentative  
informational  
critical

## LANGUAGE ARTS • FACTS and POLITICAL CARTOONS/ MEDIA and TECHNOLOGY

argumentative  
literary

**Goals:** To examine the foundations and use of argument.  
To respond to non-fiction using interpretive and evaluative processes.  
To explore and analyze informational materials.

**Preparation:** Provide copies of newspapers and explain that editorial content, specifically a political cartoon, is based on information from news stories.

**Activities:** Have students select editorial cartoons and several news stories that relate to the cartoons. Ask students to read the cartoons and stories and underline the facts that support the main ideas of the cartoons. Discuss any historical references or symbolism, irony or satire.

Also have students select facts that support an interpretation different from the one represented by the cartoonist and design a cartoon that expresses the different point of view. (Note that facts are often interpreted differently and people hold differing opinions.)

## LANGUAGE ARTS • The EDITORIAL PAGE/ WRITTEN LANGUAGE

argumentative

**Goal:** To examine argumentation and develop informed opinions.

**Preparation:** Provide newspapers and the student worksheet LA 84-43. Have students locate the opinion or editorial page. Large newspapers may also include an opposite editorial page that runs opinion written by syndicated columnists or points of view offered by local people who are concerned and knowledgeable about a subject.

Make sure that students know that editorials are usually unsigned and appear on the left side of the editorial page. The unsigned editorials represent the opinions of the newspaper and are written in third person.

Point out the letters to the editor written by citizens of all ages who are concerned about issues. The letters are written in first person and are shorter than editorials. Have them note that all letters are signed. The newspaper requires that letter writers accept responsibility for what they say in letters and call the letter writers ahead of publication to make sure that the letters actually came from the people named in the letters.

Columnists are also identified with their opinions. Their names and photos appear with their columns. Signed political cartoons and sometimes other types of cartoons appear on editorial pages. The editorial page usually has information about who manages the various departments in the newspaper in the masthead. See the NEWSPAPERING section, pages N 35 – N 38, for more information about editorials.

**Activities:** Have students identify letters to the editor, editorials, syndicated columns and columns written by local people and political cartoons and other cartoons or comics on the editorial page.

Tell them that all opinions are not the same. Ask them if they have ever questioned someone's opinion. Ask: Was it because you thought it could not be backed up with facts? Was your response emotional? For example, was it because you did not want to believe what the person had to say, regardless of the facts?

Have them choose a topic and find news stories, letters to the editor, editorials, political cartoons and columns on the subject. They should look for facts in the news stories that the opinion writers use to support their

**Activities continued:**

positions. They should indicate which they think are the most important facts and most persuasive positions and write their own letter to the editor or editorial. A letter to the editor is generally easier to read and write because it is shorter and is written in the first person.

Editorials indicate their positions in the opening paragraphs and offer facts to support their opinions in subsequent paragraphs. Editorialists often offer background information and rebuttal to arguments that can be made to support an opposing position. The last paragraph of an editorial summarizes the position. Provide the graphic organizer LA 84-43 for students to use in writing their editorials.

Follow up with a study of columnists. Record the names of the columnists, whether they are syndicated or local columnists or readers who submit columns. Note the topics they write about. Ask what qualifies the person to be a columnist and how someone becomes expert enough in a subject to have his or her writing appear in newspapers, either across the country or locally. Point out columns written by people whose credentials appear at the end of the columns. Ask if the credentials make the person more believable or points out a stake the person has in the outcome of public debate. Ask: Will the person profit in some way if everyone agrees with him or her? Does whether the person profits or not affect the way you respond to the arguments? Are the facts true? Do the facts support the opinion?

Students are likely to find unfamiliar words on editorial pages and should use editorial pages to build their vocabulary and create word banks and spelling lists. Refer to Appendix, A-6, for a labeled editorial page.

**LANGUAGE ARTS • YES or NO/ ORAL and WRITTEN LANGUAGE**

**Goals:** To use and evaluate informational materials.  
To examine the foundations and use of argument.

**Preparation:** Provide newspapers and the student worksheet LA 85-44. Select a topic that you think is both interesting and important. Write a question about the topic to present to students, such as the following: Should the U.N. provide troops to keep the peace in Afghanistan? Remember that a question based on sports, comics or advice columns will be easier and require less background knowledge. Ask students to read stories about the issue raised and take a position in support or against the question you provide.

**Activities:** State the topic and as a class, have students tell what they know about the topic. Assign the articles (straight news, features, opinion writing of all kinds) to students who must then read to find facts to support both sides of the issue. Have them take notes while they read. Provide the graphic organizer LA 85-44. Then, students must decide where they stand, answering the question yes or no. Direct them to read over their notes, pulling support for their position and rebutting arguments that are likely to be made by those who take the other side of the question.

Students should divide into two groups, pro and con, and share what they find in their reading. If students read different stories, analyses and opinions about the same topic, they will be pooling their knowledge.

Choose judges from both sides and have students from each group present to the class. The judges should decide who is most persuasive.

A variation is to have each student write an essay or editorial after the group discussions.



## LANGUAGE ARTS • SOLVING PROBLEMS/ ORAL and WRITTEN COMMUNICATION

argumentative  
informational

**Goals:** To refine the understanding and use of argument.  
To use and evaluate information from a variety of sources.

**Preparation:** Provide newspapers. If you assign a research paper based on newspaper stories, provide the student guide sheets in the Appendix titled, SOLVING PROBLEMS: Newspaper Footnotes and Bibliographic Entries.

Present the following outline on a board, chart or overhead or provide the student worksheet LA 86-45:

Problem  
Cause(s)  
Effect(s)  
Solution(s)  
Obstacle(s) to the Solution

Tell your students that the outline can be applied to a variety of information, that writers often employ the outline when presenting a problem. To make your point, look for and present newspaper and magazine articles in which writers have followed the outline.

**Activities:** To introduce the problem-solving outline, use a simple item or feature from the newspaper, such as a comic strip. Have students select a comic strip where someone has a problem and analyze it using the outline.

Then have students apply the outline to more difficult content. For example, have them analyze advice columns in which the writers present problems for the columnists to respond to. Sometimes the writer sees the problem differently from the columnist. Have students analyze the problem as the writer sees it and then as the columnist sees it and talk about the different points of view. Ask if they agree or disagree with the opinions expressed.

Have students analyze stories about health, science, business and public policy in which problems are presented. To teach research techniques, have them choose a problem and follow coverage about it over an extended period. They should tear pages from the newspaper on which stories appear about the problem. In order to retain bibliographic information, they should indicate with a check mark or highlighter which stories they are using in their research. Have them read through all of the stories they collect and outline the problem. Someone else reading the same stories may define the problem differently. When that happens, discuss the different interpretations and ask if anyone's view of the situation changes as a result of the discussions. Require that students do the following:

1. Locate and read stories, editorials, cartoons, etc. about the topic.
2. Organize the articles by date of publication.
3. Summarize their findings using the outline.
4. Compare their analysis of the problem with other students who studied the problem.
5. Draw conclusions and state opinions regarding the most likely or best solution to the problem.

Provide the graphic organizer LA 86-45.



**Activities  
continued:**

After completing their outlines, have students write a research paper following their outlines. They should include footnotes and a bibliography citing stories from which they obtained information. Throughout the process, students may use online newspapers and include the online sources in the footnotes and bibliography. You may also ask students what they think should and can be done about the problem and conclude the paper with their opinions. Given the extensive research they have completed, the students should be able to write with authority, using facts from their newspapers to support their opinions.

Because students can collect and turn in newspaper stories with the research paper and because newspaper footnotes and bibliographic entries are easier than most other types of footnotes, a research paper using newspapers is a good way to teach students how to pull information from stories and credit sources of information. Students can also highlight sections of newspaper stories that they wish to refer to in their papers.

To make sure students know how to write footnotes and bibliographies, provide the student guide sheet titled SOLVING PROBLEMS: Newspaper Footnotes and Bibliographic Entries, located in the Appendix, A 20 – A 21.