

The Core for NYS Language Arts Standards

Developed by the Massachusetts Newspaper In Education Council
Adapted, with permission, for NYNPA

AUTHOR: DR. DARLA SHAW

Project Coordination: Phyllis Zuccalo

Graphic Design and Typography: Linda Witol

Scanning and Production: Ann-Leona Donovaro

Pennsylvania Adaptation: Christy Collins and Kay Haffey, The Pottsville REPUBLICAN & Evening Herald

NYS Standards Correlation: Dr. Sherrye Garrett, Use the News (2001)

New York Coordination: Mary Miller, NYNPA

TABLE OF CONTENTS

PAGE

NEWSPAPERS: KEYSTONE FOR LANGUAGE ARTS STANDARDS

Part I: An Introduction to Newspapers	1
Introduction Activity 1: Newspaper Language	4
<p>- <i>Standard 1</i>: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.</p> <p><u>Intermediate Performance Indicators</u>: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, and media presentations;</p> <ul style="list-style-type: none"> • Understand and use the text features that make information accessible and usable. 	
Introduction Activity 2: Functions of a Newspaper	6
<p>- <i>Standard 1</i>: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.</p> <p><u>Intermediate Performance Indicators</u>: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, and media presentations;</p> <ul style="list-style-type: none"> • Understand and use the text features that make information accessible and usable; • Organize information according to an identifiable structure; • Analyze, interpret, and evaluate information, ideas, organization, and language from academic and non-academic texts; assess the quality of texts and presentations, using criteria related to the genre. 	
Introduction Activity 3: Writing the News	7
<p>- <i>Standard 1</i>: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.</p> <p>- <i>Standard 3</i>: Students will listen, speak, read and write for critical analysis and evaluation.</p> <p><u>Intermediate Performance Indicators</u>: Understand and use the text features that make information accessible and usable;</p> <ul style="list-style-type: none"> • Organize information according to an identifiable structure. 	
Introduction Activity 4: The Editorial Page	8
<p>- <i>Standard 1</i>: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.</p> <p>- <i>Standard 3</i>: Students will listen, speak, read and write for critical analysis and evaluation. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.</p> <p><u>Intermediate Performance Indicators</u>: Distinguish between relevant and irrelevant information and between fact and opinion;</p> <ul style="list-style-type: none"> • Organize information according to an identifiable structure; • Analyze, interpret, and evaluate information, ideas, organization, and language from academic and non-academic texts; • Assess the quality of texts and presentations, using criteria related to the genre; • Present (in essays, position papers, speeches and debates) clear analysis of issues, ideas, texts, and experiences supporting their positions with well-developed arguments; • Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate); • Develop arguments with effective use of details & evidence that reflect a coherent set of criteria; • Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience. 	

Introduction Activity 5: Newspaper Advertising 10

- **Standard 1:** Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

- **Standard 3:** Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, and media presentations;

- Distinguish between relevant and irrelevant information and between fact and opinion;
- Understand and use the text features that make information accessible and usable;
- Analyze, interpret, and evaluate information, ideas, organization, and language from academic and non-academic texts;
- Assess the quality of texts and presentations, using criteria related to the genre;
- Evaluate their own and other’s work based on a variety of criteria.

Introduction Activity 6: Sports and Entertainment. 11

- **Standard 1:** Students will listen, speak, read and write for information and understanding.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, and media presentations;

- Use a wide variety of strategies for selecting, organizing and categorizing information;
- Understand and use the text features that make information accessible and usable.

Part II: Activity Sheets for Classroom Newspaper Use 13

- **Standard 1:** Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

- **Standard 3:** Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing and categorizing information;

- Understand and use the text features that make information accessible and usable;
- Organize information according to an identifiable structure;
- Analyze, interpret, and evaluate information, ideas, organization and language from academic and non-academic texts; assess the quality of texts and presentations, using criteria related to the genre;
- Assess the quality of texts and presentations, using criteria related to the genre.

A Completed Model for How to Summarize an Article. 15

NEWSPAPER CIRCLES 17

Activity 1 - Standard 1: Students will listen, speak, read and write for information and understanding.

Standard 4: Students will listen, speak, read and write for social interaction.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, media presentations, oral interviews, graphs, charts, diagrams, electronic databases intended for a general audience;

- Compare and synthesize information from different sources;
- Listen attentively to others and build on others’ ideas in conversations with peers and adults;
- Express ideas and concerns clearly and respectfully in conversations and group discussions.

Q.A.D. (QUESTION, ANSWER, DETAIL). 19

Activity 2 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, and media presentations;

- Compare and synthesize information from different sources.

MAKING AN ORAL PRESENTATION	21
<i>Activity 3 - Standard 1:</i> Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.	
<i>Standard 3:</i> As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.	
<i>Standard 4:</i> Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people.	
Intermediate Performance Indicators: Compare and synthesize information from different stories;	
<ul style="list-style-type: none"> • Distinguish between relevant and irrelevant information and between fact and opinion; • Establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented. 	
WORD CUBE SPLASH	23
<i>Activity 4 - Standard 1:</i> Students will listen, speak, read and write for information and understanding.	
Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, and media presentations.	
RULE MODELS	25
<i>Activity 5 - Standard 1:</i> Students will listen, speak, read and write for information and understanding.	
<i>Standard 3:</i> As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.	
Intermediate Performance Indicators: Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;	
<ul style="list-style-type: none"> • Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience. 	
TRANSFORMATIONS	27
<i>Activity 6 - Standard 1:</i> Students will listen, speak, read and write for information and understanding. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply and transmit information.	
Intermediate Performance Indicators: Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.	
VOCABULARY CREST	29
<i>Activity 7 - Standard 1:</i> Students will listen, speak, read and write for information and understanding.	
<i>Standard 3:</i> Students will listen, speak, read and write for critical analysis and evaluation.	
<i>Standard 4:</i> Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people.	
Intermediate Performance Indicators: Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;	
<ul style="list-style-type: none"> • Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience. 	

- Express ideas and concerns clearly and respectfully in conversations and group discussions.

NEWSPAPER HEADLINE WORD SORTS..... 31

Activity 8 - Standard 1: Students will listen, speak, read and write for information and understanding.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, and media presentations.

FACT WHEEL 33

Activity 9 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Intermediate Performance Indicators: Distinguish between relevant and irrelevant information and between fact and opinion;

- Understand and use the text features that make information accessible and usable;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material.

DIAMONTE SUMMARY 35

Activity 10 - Standard 1: Students will listen, speak, read and write for information and understanding.

Standard 2: Students will relate texts and performances to their own lives

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information;

- Distinguish between relevant and irrelevant information and between fact and opinion;
- Write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice.

THEMATIC INTENSITY MAP 37

Activity 11 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice;

- Analyze, interpret, and evaluate information, ideas, organization, and language from academic and non-academic texts, such as textbooks, public documents, book and movie reviews, and editorials.

CHARACTER SNAPSHOT 39

Activity 12 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information;

- Distinguish between relevant and irrelevant information and between fact and opinion.

PREDICTION TREE 41

Activity 13 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information;

- Relate new information to prior knowledge and experience.

DISCUSSION WEB..... 43

Activity 14 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, audio and media presentations, oral interviews;

- Distinguish between relevant and irrelevant information and between fact and opinion;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences supporting their positions with well-developed arguments;
- Develop arguments with effective use of details and evidence that reflect a coherent set of criteria;
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

FOUND POETRY 45

Activity 15 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 2: As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Intermediate Performance Indicators: Compare and synthesize information from different sources;

- Use a wide variety of strategies for selecting, organizing, and categorizing information;
- Write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice.

EIGHT-PAGE MIST BOOK..... 47

Activity 16 - Standard 1: Students will listen, speak, read and write for information and understanding.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information.

DOUBLE BUBBLE / COMPARE AND CONTRAST..... 49

Activity 17 - Standard 1: Students will listen, speak, read and write for information and understanding. Students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information;

- Distinguish between relevant and irrelevant information and between fact and opinion;
- Produce oral and written reports on topics related to all school subjects;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;

- Present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences supporting their positions with well-developed arguments;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate).

NEWSPAPER RESPONSE JOURNAL..... 51

Activity 18 - Standard 1: Students will listen, speak, read and write for information and understanding.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.

Intermediate Performance Indicators: Relate new information to prior knowledge and experience;

- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate).
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

NEWSPAPER-BASED READER’S THEATER 53

Activity 19 - Standard 1: Students will listen, speak, read and write for information and understanding. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Students will relate texts and performances to their own lives.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information;

- Relate new information to prior knowledge and experience;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate).
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

INFORMATION CHART 55

Activity 20 - Standard 1: Students will listen, speak, read and write for information and understanding. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;

- Compare and synthesize information from different sources;
- Use a wide variety of strategies for selecting, organizing, and categorizing information;
- Produce oral and written reports on topics related to all school subjects;

- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences supporting their positions with well-developed arguments;
- Develop arguments with effective use of details and evidence that reflect a coherent set of criteria;
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

DESIGN AN AD. 57

Activity 21 - Standard 1: Students will listen, speak, read and write for information and understanding. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Distinguish between relevant and irrelevant information and between fact and opinion;

- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

CHARACTERISTICS OF TYPES OF NEWSPAPER WRITING. 59

Activity 22 - Standard 1: Students will listen, speak, read and write for information and understanding.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.

Intermediate Performance Indicators: Understand and use the text features that make information accessible and usable;

- Organize information according to an identifiable structure, such as compare/contrast or general to specific;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

HAMBURGER PARAGRAPH. 61

Activity 23 - Standard 1: Students will listen, speak, read and write for information and understanding.

Standard 2: Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information;

- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences supporting their positions with well-developed arguments;
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

NEWSPAPER EDITING GUIDE..... 63

Activity 24 - Standard 3: As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Intermediate Performance Indicators: Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

CORNELL TWO-COLUMN NOTE TAKING..... 65

Activity 25 - Standard 1: Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Use a wide variety of strategies for selecting, organizing, and categorizing information;

- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Analyze, interpret, and evaluate information, ideas, organization, and language from academic and non-academic texts.

MULTIPLE RESOURCE CHART 67

Activity 26 - Standard 1: Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Standard 2: Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature.

Standard 3: Students will listen, speak, read and write for critical analysis and evaluation.

Intermediate Performance Indicators: Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;

- Compare and synthesize information from different sources;
- Use a wide variety of strategies for selecting, organizing, and categorizing information;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;

- Read and view texts and performances from a wide range of authors, subject and genres;
- Analyze, interpret, and evaluate information, ideas, organization, and language from academic and non-academic texts, such as textbooks, public documents, book and movie reviews, and editorials.
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience.

STANDARDIZED WRITING RUBRICS 69
Activity 27 - Evaluation, Revision and Presentation

MEDIA MADNESS 71
Activity 28 - Comparing Media

DESIGN A VIDEO COMMERCIAL 73
Activity 29 - Analyze Media Techniques

CREATING A NEWSPAPER 75
Activity 30 - Produce a work in one literary genre that follows the conventions of the genre.

NEWSPAPERS: KEYSTONE FOR LANGUAGE ARTS STANDARDS

Part I: An Introduction to Newspapers

The focus in education for the new millennium is performance-based assessment. Both state and federal governments have invested much effort and research time in developing comprehensive standards for each content area. In the development of these standards they have moved away from multiple choice tests and grade books to realistic, performance-based assessments, portfolios and journals, and interactive learning centers. Educational agencies have also recommended replacement of a single text source with multiple resources and a strong focus on newspapers, periodicals, trade books and the Internet.

Timely newspaper articles are highly motivational for students of all ages. Students enjoy the “adulthood” of the newspaper as well as the variety of reading and visual material included in the newspaper. By using newspaper articles and photos in conjunction with specific strategies and rubrics at least once a week, teachers help their students comply with the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening, and prepare for both standardized tests and real life situations.

Knowing what news is and where to find it is a necessity of modern life, and one to which can be introduced in school. An important function of modern education is to teach students to use the many informational resources available, including the newspaper, as a current reference. For many students, the newspaper will be the only material read after high school. Adequate instruction regarding the newspaper and its content and format should be given to ensure intelligent, life-long reading habits.

The following pages offer general suggestions and specific activities that will help your students to become familiar with the newspaper. You can use the activities and relevant graphic organizers in many different ways. Students could build a portfolio from their completed activity sheets. Alternatively, the sheets could form a section of a journal in which both the activity sheets and the related newspaper articles are pasted. Teachers who wish to create newspaper learning centers can build visual display/presentation boards to hold both activity sheets and newspaper articles. The activities and articles can be rotated throughout the unit.

Please note that some of the activities are more advanced than others; they can, however, be easily modified to suit the needs of your students. Likewise, the basic activities can be expanded to meet the skills and interests of higher grade levels.

As no resource, skill, or concept should stand in isolation, this packet can be utilized for portfolio pieces, prompts for journal writing, activities in learning centers, and planning for substitute teachers. It will also provide many ideas for individualizing instruction, for making learning student-centered, and for putting skills of reflective thinking and metacognition into practice. Some suggestions follow.

NEWSPAPERS: KEYSTONE FOR LANGUAGE ARTS STANDARDS: An Introduction to Newspapers, continued

For Use as A Portfolio Piece

Folders or binders can be labeled by skill strand. After the rubrics have been applied to the portfolio piece, the piece and the skill sheet with rubric can be stapled together and placed in the proper section.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">DIAMONTE SUMMARY</p> <p style="text-align: center;"><i>Learning Standard 10</i></p> <p><i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i></p> <p>DIRECTIONS</p> <p>Select two newspaper articles with opposing viewpoints, characteristics, or themes. For example: adults and children, big and little, the past and the future, negative and positive. Then by using the diamond, or diamond shaped format on the back of this sheet, develop your own diamante poem. Your opposing words and/or ideas should appear on line one and line seven.</p> <p>Once you have filled in each line with the appropriate part of speech, find a partner to whom you can read your poem aloud. Ask the partner for revision suggestions before reading it to the entire class.</p> <p>Post your diamante summary poem on the working word wall along with the related newspaper articles.</p> <p>RUBRICS</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">1. I have located two newspaper articles that have an area of contrast on which I can write.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">2. I have placed the areas of contrast on line one and line seven.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">3. I have filled in the additional lines with the proper parts of speech and information from the two newspaper articles.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">4. I have shared my poem with one of my peers and asked for possible points for revision.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> </table> </div>	1. I have located two newspaper articles that have an area of contrast on which I can write.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. I have placed the areas of contrast on line one and line seven.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. I have filled in the additional lines with the proper parts of speech and information from the two newspaper articles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4. I have shared my poem with one of my peers and asked for possible points for revision.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">FOUND POETRY</p> <p style="text-align: center;"><i>Learning Standard 14</i></p> <p><i>Students will identify, analyze, and apply knowledge of the structure, elements, and theme of poetry and provide evidence from the text to support their understanding.</i></p> <p>DIRECTIONS</p> <p>Newspapers' words and pictures can be turned into wonderful word and idea banks for writing poetry. By cutting out interesting headline words and pictures you can develop poetry themes and formats that otherwise would probably not come to mind.</p> <p>To begin this project you may start with or without a specific idea in mind. You then continue to collect newspaper words or pictures randomly or in accordance with a particular idea. Once you have cut out at least ten words and five photos, place them all on a table in front of you. As you look at what is in front of you, begin to outline, in your mind or on paper, a possible format for your poem. Now put your ideas on paper in a poetry format and revise and edit. You do not have to use all of the newspaper words or pictures. You may also add as many other ideas and words as necessary. This procedure merely stimulates your imagination and gets your "creative juices" flowing.</p> <p>RUBRICS</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">1. I have gone through the newspaper and cut out at least ten words and five pictures that I could possibly use in a poetry piece.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">2. I have placed my words and pictures in front of me and reviewed possible ways of utilizing this material.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">3. I have taken my ideas based on the newspaper words and pictures and put them into a poetry format.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> </table> </div>	1. I have gone through the newspaper and cut out at least ten words and five pictures that I could possibly use in a poetry piece.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. I have placed my words and pictures in front of me and reviewed possible ways of utilizing this material.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. I have taken my ideas based on the newspaper words and pictures and put them into a poetry format.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. I have located two newspaper articles that have an area of contrast on which I can write.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
2. I have placed the areas of contrast on line one and line seven.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
3. I have filled in the additional lines with the proper parts of speech and information from the two newspaper articles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
4. I have shared my poem with one of my peers and asked for possible points for revision.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
1. I have gone through the newspaper and cut out at least ten words and five pictures that I could possibly use in a poetry piece.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
2. I have placed my words and pictures in front of me and reviewed possible ways of utilizing this material.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
3. I have taken my ideas based on the newspaper words and pictures and put them into a poetry format.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>														
Language Strand	Composition Strand														

For Use in Journals

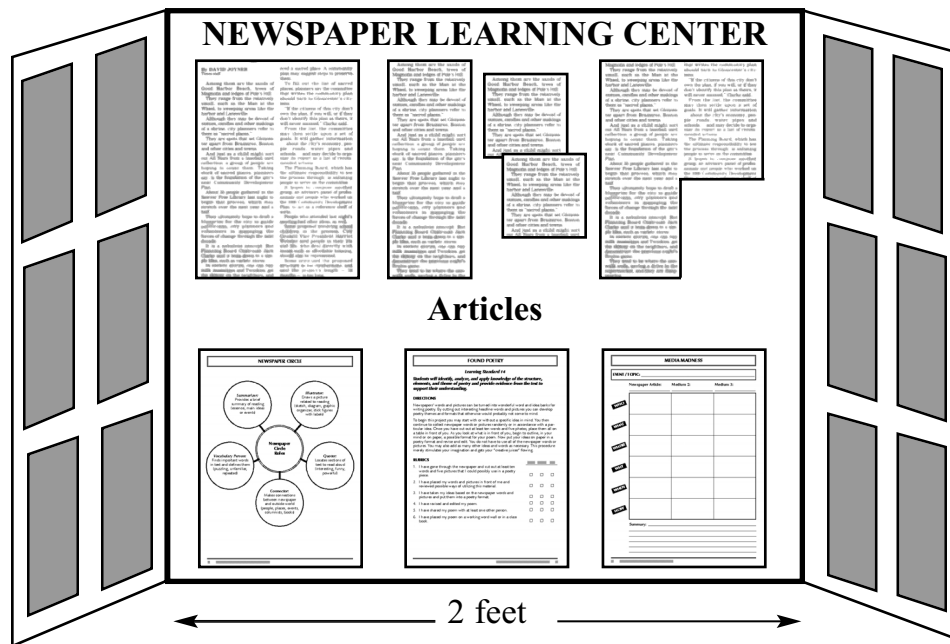
If students are to incorporate newspaper activities in their journals, additional copies of both sides of each sheet should be available. These pages can be stapled into the journal along with the newspaper article used and the completed graphic organizer.

<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">DIAMONTE SUMMARY</p> <p style="text-align: center;"><i>Learning Standard 10</i></p> <p><i>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</i></p> <p>DIRECTIONS</p> <p>Select two newspaper articles with opposing viewpoints, characteristics, or themes. For example: adults and children, big and little, the past and the future, negative and positive. Then by using the diamond, or diamond shaped format on the back of this sheet, develop your own diamante poem. Your opposing words and/or ideas should appear on line one and line seven.</p> <p>Once you have filled in each line with the appropriate part of speech, find a partner to whom you can read your poem aloud. Ask the partner for revision suggestions before reading it to the entire class.</p> <p>Post your diamante summary poem on the working word wall along with the related newspaper articles.</p> <p>RUBRICS</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none;">1. I have located two newspaper articles that have an area of contrast on which I can write.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">2. I have placed the areas of contrast on line one and line seven.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">3. I have filled in the additional lines with the proper parts of speech and information from the two newspaper articles.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">4. I have shared my poem with one of my peers and asked for possible points for revision.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">5. I have proofread my poem and made the necessary changes.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">6. I have shared my diamante poem with the entire class.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> <tr> <td style="border: none;">7. I have posted my diamante poem on the working word wall along with the two newspaper articles that I used in the development of the poem.</td> <td style="border: none; text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> </tr> </table> </div>	1. I have located two newspaper articles that have an area of contrast on which I can write.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. I have placed the areas of contrast on line one and line seven.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. I have filled in the additional lines with the proper parts of speech and information from the two newspaper articles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4. I have shared my poem with one of my peers and asked for possible points for revision.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5. I have proofread my poem and made the necessary changes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6. I have shared my diamante poem with the entire class.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7. I have posted my diamante poem on the working word wall along with the two newspaper articles that I used in the development of the poem.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">NEWSPAPER CIRCLE</p> <p style="text-align: center;">Completed Graphic Organizer</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">News Article</p> <p>Whale-watchers urged to go slow</p> <p><i>Smaller boats can also scare whales</i></p> <p><small>By LINDA WELLS</small></p> <p>Whale-watchers are urged to go slow as they approach the animals. The reason is that smaller boats can also scare whales, according to a report from the National Oceanic and Atmospheric Administration (NOAA). The report says that smaller boats can create a lot of noise and vibration, which can be very stressful for whales. NOAA officials say that whale-watchers should use larger boats and should avoid using outboard motors. They also say that whale-watchers should avoid using binoculars and should avoid using flash photography. The report says that whale-watchers should also avoid using any other equipment that could create noise or vibration. NOAA officials say that whale-watchers should also avoid using any other equipment that could create noise or vibration.</p> </div>
1. I have located two newspaper articles that have an area of contrast on which I can write.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>															
2. I have placed the areas of contrast on line one and line seven.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>															
3. I have filled in the additional lines with the proper parts of speech and information from the two newspaper articles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>															
4. I have shared my poem with one of my peers and asked for possible points for revision.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>															
5. I have proofread my poem and made the necessary changes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>															
6. I have shared my diamante poem with the entire class.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>															
7. I have posted my diamante poem on the working word wall along with the two newspaper articles that I used in the development of the poem.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>															
Page 1	Page 2	Page 3	Page 4													

NEWSPAPERS: KEYSTONE FOR LANGUAGE ARTS STANDARDS: An Introduction to Newspapers, continued

For Use In Centers

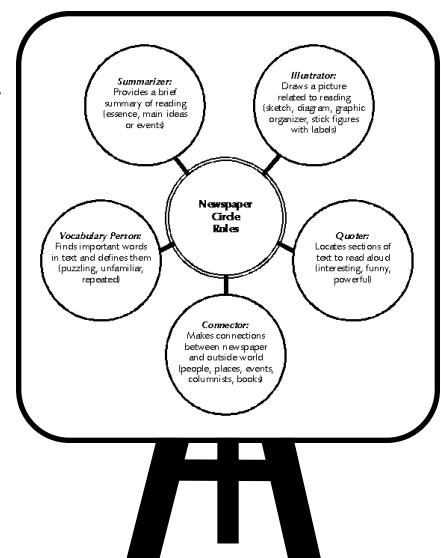
Teachers planning to use the skill-based sheets in learning centers should choose four or five lessons to appear in the center at a time. Lessons can be rotated, and can be used more than once with different newspaper articles for reinforcement. Center activities should always be first introduced as mini lessons.



For Use With Mini Lessons

The following procedure can be used by teachers for developing mini lessons:

1. Use the skill sheets to develop whole class mini lessons. Work from easel paper so that the finished product can be displayed as a model.
2. Use the same skill sheet at least three other times with different newspaper articles for reinforcement.
3. Transfer the process learned to other types of reading and writing.



For Use With Substitutes

If newspapers are available in the school on a daily basis, substitutes can effectively use the activity sheets as outlined in the section on mini lessons. Teachers may also leave a substitute plan that assigns specific skill sheets and the newspaper of the day as a regular, planned assignment.

INTRODUCTION ACTIVITY 1

Newspaper Language

People who read the newspaper understand its unique language. The activities below will help you to learn this newspaper language. Use the definitions on the left and the labeled front page on the next page to help you complete each activity.

1. The FLAG is the name of the newspaper. You will find the flag on the front page at the top.

Write the name of your newspaper.

How much does your newspaper cost?

2. A HEADLINE is the title of a newspaper story. Headlines are written in larger type than the rest of the story.

Find a headline on the front page of your newspaper. Write the headline.

3. The INDEX is the list of the main contents of a newspaper and the page number where they appear.

Look in the index of your newspaper and find the page number of the comics.

4. In a newspaper, the information describing a photograph is called a CUTLINE.

Find a cutline describing a photograph in your newspaper. Write the cutline.

5. At the beginning of some stories, a DATELINE will give the location and origin of a story.

In your newspaper, find a dateline of a city not in the United States.

6. Organizations that sell news and pictures from distant cities are called WIRE SERVICES. Common wire services are AP (Associated Press) and UPI (United Press International).

Find the name of a wire service in the newspaper.

7. The name of the reporter who wrote an article is often printed at the beginning of the story. This is called a BYLINE.

How many bylines are on the front page of today's newspaper?

INTRODUCTION ACTIVITY 2

Functions of a Newspaper

The four basic functions of a newspaper are:

1. To inform
2. To interpret the news
3. To provide a service to readers
4. To entertain

1. To inform: Newspapers provide facts that readers must have in order to be informed citizens and to make decisions.

- Find an example of a newspaper story that informs readers. Write its headline.
-

2. To interpret the news: Newspaper stories interpret or explain the meaning of news to us. These stories often have opinions of the writer.

- Find an example of a newspaper article that interprets the news. Write its headline.
-

3. To provide a service to readers: Newspapers provide information that helps readers solve their business, home, recreation, and daily living problems. Advertising assists in informing readers about products and services.

- Find an example of a story that provides a service to the reader. Write the headline.
-

- Find an advertisement that informs readers. What is the product or service offered?
-

4. To entertain: Some sections of the newspaper are designed to amuse or give enjoyment to readers.

- Find a puzzle or game in the newspaper. Write its name.
-

- Of the four basic functions of a newspaper, which do you think is the most important? Why?
-
-
-
-
-

INTRODUCTION ACTIVITY 3

Writing the News

A newspaper article tells the facts about a person or event. Its primary purpose is to provide timely information that is of interest and significance to the reader. A news article should also be:

- A. Factual – It should contain all or most of the “5 W’s:” Who, What, When, Where, Why, and sometimes How.
- B. Objective – The reporter’s feelings, opinions, and prejudices are not reflected in a good news story.

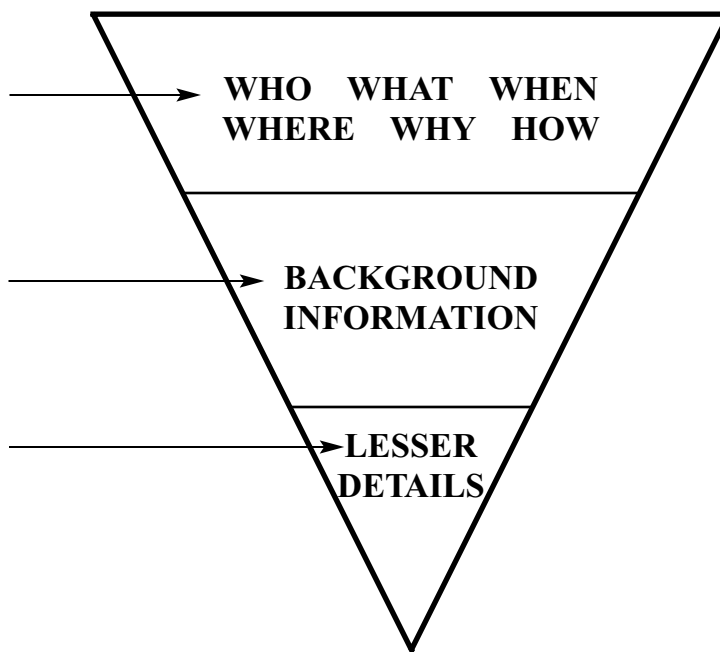
Many newspaper reporters organize their stories in the Inverted Pyramid style, beginning with the most important facts in the lead, or first paragraph, and the least important facts near the end of the article. By using this format, the reporter is able to capture the reader’s interest with the lead paragraph. If the story needs to be shortened, the last paragraphs can be easily edited.

INVERTED PYRAMID

Lead Paragraph – A general statement of the most important facts of the story.

Explanation – Specific details included.

Additional Information – Interesting but not essential facts.



Choose an interesting article in today’s newspaper. Find the 5 W’s and H of the story, and organize them in the form of an Inverted Pyramid, from most to least important. Does your format coincide with that of the actual news story?

INTRODUCTION ACTIVITY 4

The Editorial Page

The editorial page is the primary place in the newspaper where the opinions of the newspaper and its readers are shared. Editorials, letters to the editor, editorial cartoons, and columns are the four main parts of this “Opinion” page.

Editorials are usually found along the left side of the page. They are the voice of the newspaper, and they represent the position of the newspaper’s management or editorial board. These opinions may be attempts to give meaning to significant events, or they may be views on significant events, meant to stimulate constructive discussion.

An editorial may be compared to a rocket ready for blast-off. The body of the rocket represents the opinion that the editor wants to launch. The legs supporting the rocket are the arguments supporting the opinion. The flames at the base of the rocket show the conclusion which is intended to inspire the reader to action.

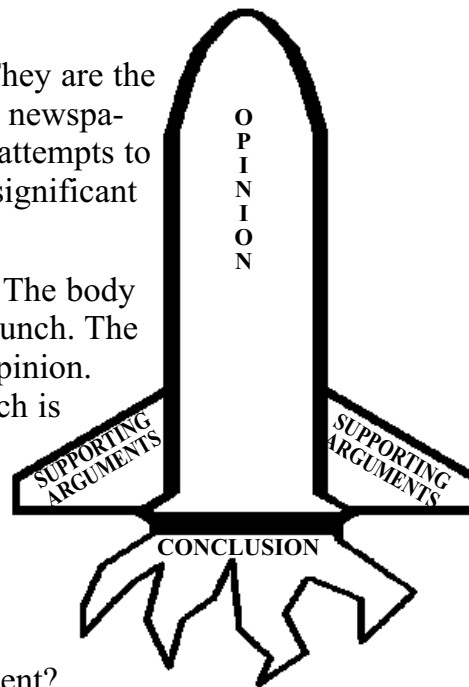
Editorial cartoons offer opinions in a different form. They often use caricature to portray well-known people, and symbols to illustrate ideas. As you study an editorial cartoon, ask yourself these questions:

1. Who are the people in the cartoon, or whom do they represent?
2. What are the people doing? How is it similar to what they do in real life?
3. Where is the action taking place?
4. What symbols have been used? What do they represent?

Columns may be written by people who work directly for the newspaper, or they may be obtained from syndicates which distribute material to many newspapers. These columns offer opinions about many topics, and they are usually found on the “op-ed” page, or opposite the editorial page.

In Letters to the Editor, readers comment about events, issues, editorials, and news coverage. Newspapers encourage readers to speak out and to offer their opinions as responsible citizens.

- Select an editorial and read it with your class. Underline the facts of the editorial in one color, and the opinions in another. Using the “rocket model” of an editorial, identify the opinion expressed, the facts and arguments that support it, and the writer’s call to action.
- Select an editorial cartoon to discuss with the class. What people are involved? How is what they are doing similar to what they do in real life? What symbols are included, and what do they represent? What opinion is being presented?



INTRODUCTION ACTIVITY 4
The Editorial Page, continued

- Locate several columns on the “op-ed” page. As a class, locate the opinions, supporting arguments, and call to action of each. Which columnists appear regularly in your newspaper?
- Freedom of speech gives readers, as well as newspapers, the right to express their opinions. Read the Letters to the Editor in today’s newspaper, and discuss the opinion expressed in each.

Choose a topic that you feel is important. List the facts relating to this topic, and then decide how you feel about the subject, based on the facts you have uncovered. By using your notes, write a letter to the editor expressing this opinion. Be sure to sign your letter.

TOPIC: _____

FACTS: _____

OPINION: _____

INTRODUCTION ACTIVITY 5

Newspaper Advertising

A newspaper makes most of its money through advertisements. Individual people, companies, and stores pay to advertise their products or services in the newspaper.

Advertising benefits three groups: the advertiser, the newspaper and the reader. Advertising is good for business because the ads bring customers into the stores. Advertising is good for newspapers because it helps pay for the cost of publishing the newspaper every day.

Advertising is good for the readers because it lets them know what businesses and people have for sale, and where the best buys are.

There are three types of advertisements found in the newspaper. Retail ads are for a particular store. A local department store might, for example, advertise in a retail ad that its winter clothing has been marked down. National ads are for a specific product that can be bought in any store, such as for a soft drink that can be bought at many different places. Classified ads are usually placed by people who have goods or services to sell or locate. Classified ads can be used, for example, to buy or sell a car, to find a job, or to locate a lost pet.

All advertisers pay for their ads to be printed in the newspaper. Retail and national ads are sold by the column-inch, a unit one column wide and one inch deep. Such display ads may cost hundreds or even thousands of dollars. Classified ads are much less expensive, and they are sold by the line.

- How many national ads can you find in the front section of today's newspaper?

- How many retail ads can you find?

- How many pages of classified ads are in today's newspaper?

- How many ads use color to attract your attention? What other attention-getting devices are used?

INTRODUCTION ACTIVITY 6

Sports and Entertainment

The newspaper contains many features that are classified as entertainment. These sections include sports, movie and television listings, comics, puzzles and games.

The sports section includes news of local, national and international athletic events. Sports stories are a special kind of news, unlike any other. A good sports story will tell who won the game, the score, how important the game was, and what mistakes were made. Sports stories are descriptive, and often contain idioms and phrases that have particular meaning to sports fans. Logos, insignias, and team nicknames also appear frequently in the sports pages. The sports page uses more colorful and descriptive language than other newspaper sections. No team just “wins” a game, but rather “upsets,” “destroys,” or “topples” the other team.

Other entertainment features, including the comics, the horoscope, the crossword puzzle, word games, and some columns, such as *Ann Landers* or *Dear Abby*, are not created by a particular newspaper. Instead, each newspaper buys these features from businesses called syndicates. Syndication is beneficial for newspapers because it makes it easy to provide many different features for its readers to enjoy. The syndicate takes care of selling and distributing the features to newspapers so that artists and authors can spend more time being creative.

- Make a list of team nicknames or abbreviations found in today’s sports section.

- Find several examples of colorful phrases or idioms in the headlines of today’s sports section.

- Look through today’s newspaper for entertainment features that you enjoy. Can you find the horoscope and a crossword puzzle? What is your favorite comic?

NEWSPAPERS: KEYSTONE FOR LANGUAGE ARTS STANDARDS

Part II: Activity Sheets for Classroom Newspaper Use

In order to facilitate the transition from rote learning to student-centered/product-based assessment, this packet provides teachers, administrators, and substitute teachers with both the tools and the rubrics to easily and effectively incorporate the newspaper in the classroom.

The activity sheets in this packet are linked to the Pennsylvania Standards for Reading, Writing, Speaking and Listening. They can be put to immediate use with chosen or self-selected newspaper articles of the day. Since every content area, whether it be science, social studies, or family and consumer science, requires students to master such language arts skills as summarizing, comparing, reporting, developing vocabulary, note taking and predicting, this packet can be used in connection with any subject area.

Every graphic organizer/activity sheet in the packet can stand on its own or as part of the package. Side one of each sheet includes a graphic organizer. The reverse side includes directions for use of the newspaper in connection with the graphic organizer. A rubric for self, peer, and/or teacher evaluation is included. An actual model sheet for summarization is included. As the teacher develops each mini lesson, a model sheet for each activity should be developed for student use.

Today, no resource, skill, or concept should stand in isolation; therefore, this packet has been developed as a “cross trainer.” The same sheets can be utilized with portfolios, with student journals, in learning centers, as part of mini lessons, and with substitute teachers. With the proper use of this packet, teachers should gain increased awareness of how to individualize instruction, how to make learning more student-centered and interactive, and how to put reflective thinking and metacognition into practice. These three areas are important features of education in the new millennium, and cannot be properly done without the inclusion of the newspaper.

When students use workbooks, they are working with a predetermined set of answers. When students use the newspaper, graphic organizers, and journals, they are preparing for the open-ended comprehension of the new millennium.

From this packet, select the graphic organizer/activity sheets that focus on the skills your students need most.

Each of the graphic organizers should first be modeled in a mini lesson that includes a newspaper article. Once the student has mastered the skill and placed the modeled piece in a journal or portfolio, he can begin utilizing the same skill with other newspaper articles.

Utilize these graphic organizers/activity sheets as assessment pieces, whole class activities, or interesting learning centers.

A model for the graphic organizer Newspaper Summarization Paragraph follows.

NEWSPAPER SUMMARIZATION
A Model for How to Summarize an Article

WHEN:

WHERE:

WHO OR WHAT:

SENTENCE 1:

WHY:

SENTENCE 2:

HOW has this
been determined?

SENTENCE 3:

OPTIONAL
ENDING
STATEMENT:

PARAGRAPH:

DIRECTIONS:

Few sightings raise fears for right whales

Scientists tracking the endangered species have spotted just 2 calves this winter.

By **Stan Freeman**
Staff writer

Even while the number of endangered, humpback whales is growing in the North Atlantic, the most endangered of the large whales that visit Massachusetts coastal waters, the right whale, may be heading closer to extinction.

Only two mothers and their calves have been spotted this winter in the right whales' usual calving grounds off the coasts of Georgia and northern Florida. With a population worldwide of just 350 to 400 right whales, in most years a dozen or more calves would have been reported in that area of the Atlantic by now.

"We don't know why it's happening. That's the bottom line. It's all supposition at this point," said Moira W. Brown, a senior scientist at the Center for Coastal Studies in Provincetown, which studies marine mammals.

"But with an animal that is so few in number, it's something we're concerned about," she said.

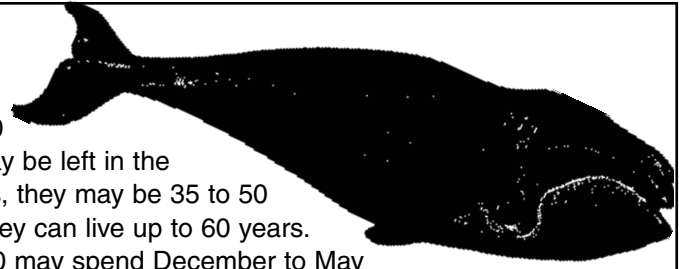
Right and humpback whales are among 21 species of whales that have been seen off the Massachusetts coast on Stellwagen Bank, an underwater plateau between Cape Cod and Cape Ann that has become a favorite spot for whale watchers.

Humpbacks, which can reach 50 feet in length and 50 tons in

Right whale

Only 350 to 400 right whales may be left in the world. As adults, they may be 35 to 50 feet long and they can live up to 60 years.

As many as 100 may spend December to May in Massachusetts coastal waters. They were named "right" whales because whalers considered them the right whales to hunt. They were easier than other whales to harpoon because they were slow swimmers, and they would float when they were dead.



Staff graphic by **MIKE NASUTI**

weight, often leap out of water, an action called breaching. Right whales, which can also reach 50 feet and 60 tons, are slow swimmers but surprisingly acrobatic.

Right whales usually visit Cape Cod Bay from December to May.

They winter from the southern tip of Nova Scotia down to Cape Cod. In some winters, as many as 100 of them, nearly a third of the world's total, can be seen in Cape Cod Bay. Humpbacks usually move into Massachusetts waters in April and leave in October.

Both right and humpback whales are endangered species. However, the population of humpback whales, seems to be rebounding strongly. Just 20 years ago, there may have been only 2,000 of them left in the North Atlantic.

However, a new study involving scientists from seven countries, including marine researchers at the Center for Coastal Studies and the Northeast Fisheries Science Center in Woods Hole, now estimates the population of humpbacks to be 10,600. The researchers used photography and biopsy samples to track and identify individual whales over several years in the North Atlantic.

By contrast, efforts to save the right whale are not showing the same success. Brown said that after births of 17 right whale calves two years ago, only six

were born last year and only two have been spotted this year so far.

She said that female right whales, which can live to age 60, seem to be having calves less frequently, and researchers do not know why. From 1984 to 1992, females had an average period between calves of 3.7 years. However, from 1992 to 1998, the average has been more than 5 years, she said.

"It's a fairly alarming trend," she said. "What we're seeing is that the trustworthy reproductive females are overdue. At this point, we have approximately 50 that are overdue."

However, Scott D. Krause, head of research at the New England Aquarium, said, "There does look to be something odd going on . . . but I think it is probably premature to hit the panic button on the right whale just yet."

"We know it was an La Niña year and distribution (of the whales in the Atlantic) might be expected to be different. It's possible other calves have been born elsewhere," he said.

In fact, the exact migration patterns of right whales between their summer territories in Canadian waters and their winter grounds further south in the Atlantic is not well known. And researchers say that mother whales sometimes appear in the Bay of Fundy in summer with calves they did not see in winter.

NEWSPAPER SUMMARIZATION

A Completed Model for How to Summarize an Article

WHEN:	From 1992–1998
WHERE:	Massachusetts coastal waters
WHO OR WHAT:	Right whales, declining reproductive rates
SENTENCE 1:	In the period between 1992–1998, the reproductive rate of right whales in Massachusetts coastal waters has declined.
WHY:	Cause is uncertain. El Niño and migration patterns may be factors.
SENTENCE 2:	The cause of this is uncertain, although it is possible that changing weather patterns due to El Niño and variations in the whales' migration patterns may be factors.
HOW has this been determined?	17 right whales born 2 years ago; only 6 last year; this year, only 2 mothers with calves have been spotted.
SENTENCE 3:	A study involving scientists from seven countries found that while two years ago 17 right whales were born, there were only six last year, and only two mothers with calves have been spotted this year.
OPTIONAL ENDING STATEMENT:	The declining reproductive rate of these whales is a concern because these whales are an endangered species, with only about 350–400 existing today.
PARAGRAPH:	In the period between 1992 and 1998, the reproductive rate of right whales in Massachusetts coastal waters has declined. The cause for this decline is uncertain, although changing weather patterns due to El Niño and variations in the migration patterns of the whales may be factors. Regardless of the reasons, a study involving scientists from seven countries noted that while two years ago seven whales were born, there were only six last year, and only two mothers with calves have been spotted this year. The declining reproductive rate of these whales is a concern because they are an endangered species. There are only about 350–400 right whales existing today.

NEWSPAPER CIRCLES

Activity 1

Standard 1.6: Speaking and Listening (summarization, relevant information, vocabulary, use of graphics)

DIRECTIONS

Directions: In a newspaper circle you will be working cooperatively with three or four other students. Each of you will be reading the same article but with a different focus.

- One will be the *summarizer*. This person will take notes and orally retell what happened in the article.
- One person will be the *vocabulary person*. This person will find at least one important word from the article and talk about this word.
- One person will be the *quote person*. This person will find an important section of the article to read aloud and discuss.
- One person will be the *connector*. This person will talk about how the information in the article links to his or her own life, a book, another current event, a movie, something in history or anything else.
- One person will be the *illustrator*. This person will draw a picture that shows what is going on in the article. He or she will also talk about what has been drawn.

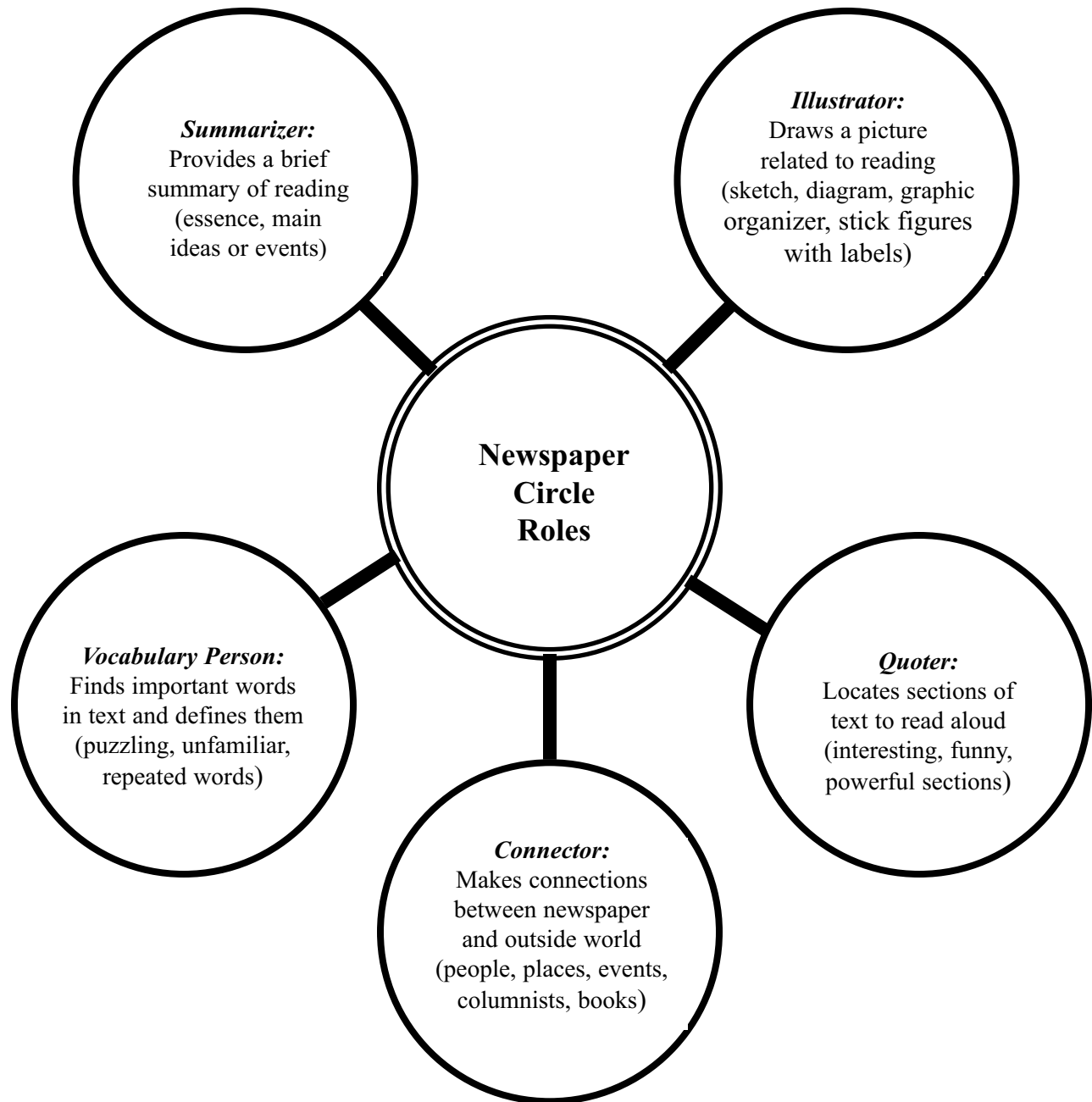
Once you have your newspaper article and your assigned role, you will begin to work on your task. When everyone else in your group has completed the task, the oral sharing will begin. Remember, you are the leader for your particular role, but after you have finished sharing, others in the group may react or add to your comments.

Keep your comments for each newspaper circle in a newspaper journal. Label with date, your task, and newspaper article title. Each time you take part in this activity you should take on a new role.

RUBRICS

	Myself	Teacher	Peer
1. I have read the newspaper article with my specific task in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have recorded information needed to complete my task in my journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have labeled my entry with a date, task name, and newspaper article title.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have orally shared information that completes my task with my group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEWSPAPER CIRCLE



Q. A. D. (QUESTION, ANSWER, DETAIL)

Activity 2

Standard 1.2: Reading Critically ***(facts, inferences, evaluation)***

DIRECTIONS

To help you be better able to ask and answer your own questions, you will be using the nine-square QAD sheet and a designated or self-selected newspaper article(s).

After reading and taking notes on the newspaper article(s), you will develop three questions based on your reading. If possible, make the first question a literal question. This means that the answer can be found directly in the reading.

Try to make your next question an inferential question. This means that the answer can be found within the reading, but is not stated directly.

Your final question should be an evaluative question. This is a very open-ended question in which you use information from the article, information from past experience, and your own ideas to formulate the answer.

Place your three questions in vertical order on the graphic organizer. Then proceed to answer your own questions, putting the most relevant information to each question in the answer column and the lesser details in the detail column. You may not always have information to place in the detail column.

Optional – Turn each of the questions and related answers into a paragraph.

RUBRICS

	Myself	Teacher	Peer
1. I have read an appropriate article for a QAD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have taken notes on the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have developed a literal question from my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have developed an inferential question from my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have developed an evaluative question from my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have placed my three key questions on the QAD sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have answered each of my own questions in the answer column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have, wherever possible, placed appropriate details in the detail column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Optional</i> – I have turned my questions into a statement and used the accompanying information to develop a good paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have proofread my paragraphs for spelling and grammar usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION / ANSWER / DETAIL

LITERAL QUESTION	ANSWER	DETAIL
INFERENTIAL QUESTION	ANSWER	DETAIL
EVALUATIVE QUESTION	ANSWER	DETAIL

MAKING AN ORAL PRESENTATION

Activity 3

Standard 1.6: Speaking and Listening
*(paraphrase and summarize, present support for opinions,
organize and participate in informal debates)*

DIRECTIONS

After selecting an appropriate newspaper article on which to make a 2-3 minute oral presentation, make use of the graphic organizer for your notes. The article should be on a topic in which two points of view are possible. For example, forests should be logged or forests should be maintained.

Read the article(s), and take notes. If there is additional information to be found on the Internet, make use of that resource as well. Decide your particular point of view and the support that you can bring to your viewpoint. Decide on how to combat what is being said by the other side. Decide how you can best persuade your listeners to support your point of view. Modify the graphic in any way that will help your case.

Don't write entire sentences on your graphic. Use only key phrases that will serve as reminders. You do not want to read, but speak your ideas. You will need to practice several times before you can do this successfully.

RUBRICS

	Myself	Teacher	Peer
1. I have selected a newspaper article(s) with two or more possible points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have read and taken notes on the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have used or modified the oral presentation graphic to help me organize my material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have used only key words or phrases on my graphic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have practiced giving my presentation from my graphic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ORAL PRESENTATION

SIDE 1

Topic _____

Statement of support

Supporting

- details
- statistics
- examples
- anecdotes

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

CUT AND PASTE ONTO THE BACK OF SIDE 1

Reasons
opposition
is incorrect

- _____
- _____
- _____
- _____
- _____
- _____

Possible solutions

Strong conclusion. Why you should follow my beliefs

WORD CUBE SPLASH

Activity 4

Standard 1.1: Learning to Read Independently (vocabulary: root words, prefixes, suffixes, related words)

DIRECTIONS

Using the word cube splash graphic organizer and any newspaper, begin to look for words in titles that are made up of prefixes, root words, and suffixes.

Cut out these words in their two or three parts (prefix, root word, and suffix) and paste in the appropriate part of the word cube. After pasting the word parts to the graphic organizer, put the part of speech of the word in the side block and the definition for the word on the top of the block. You should make use of a dictionary when you need help. (A sample block is already on your graphic organizer).

Finally, you will orally share at least one of the words from your word cube splash with the class and then place it on the working word wall for others to use in their writing.

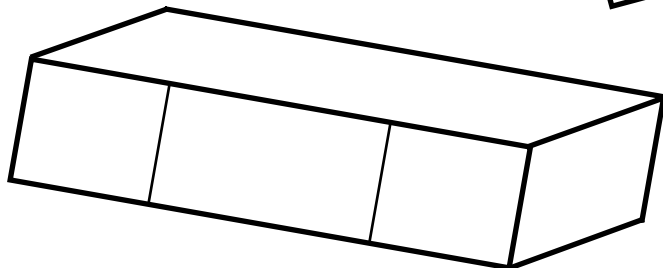
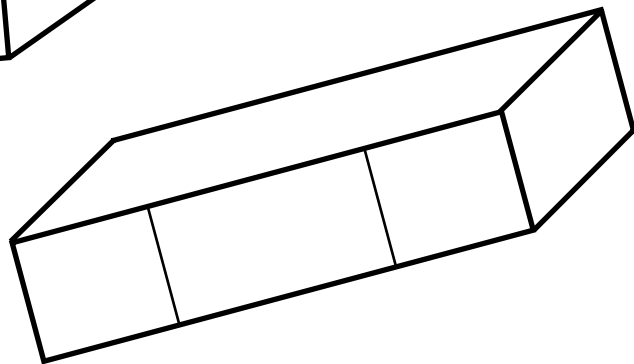
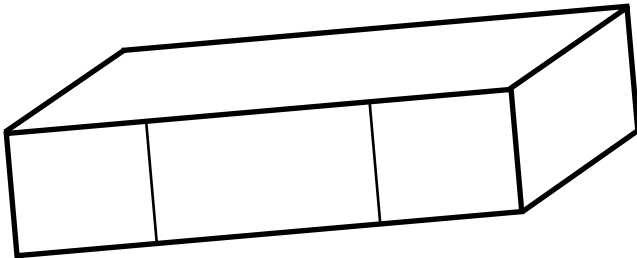
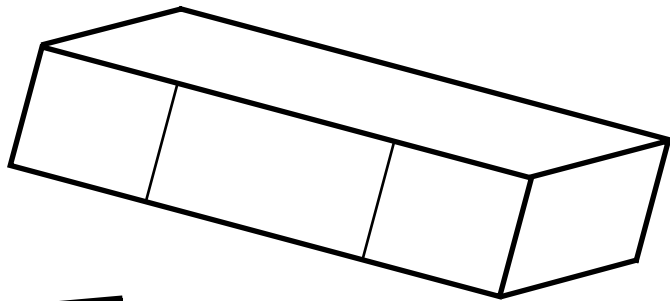
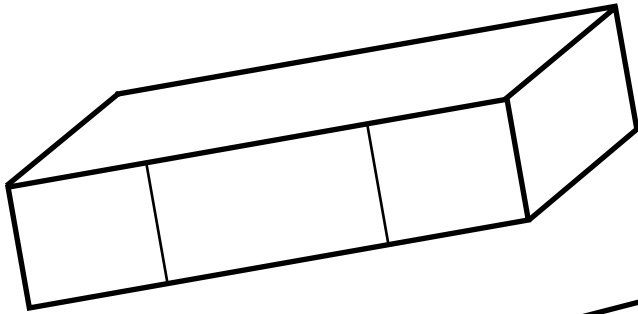
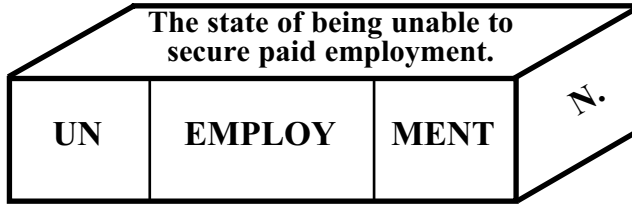
Optional – After completing three to five word cube blocks, turn the paper over and place each of the words from the front of the sheet in a complete sentence.

RUBRICS

	Myself	Teacher	Peer
1. I have selected at least three words that have a prefix, root word, and a suffix, or at least two parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have cut these words into the two or three parts given above and placed them in the appropriate boxes on the graphic organizer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have used the dictionary to help me find the definition of the word and its part of speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have placed the part of speech and vocabulary definition on the appropriate part of the word cube.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have shared my words with the class and placed them on the working word wall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Optional</i> – I have used each of the words on my graphic organizer in a complete sentence and placed these sentences on the back of the sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORD CUBE SPLASH

SAMPLE



RULE MODELS

Activity 5

Standard 1.5: Quality of Writing (conventions of language)

DIRECTIONS

Using the grammar and usage rules that you have been taught in English class, look for related samples in the newspaper. For example, if you have learned how to apply commas to words in a series, look for an example of this technique in the newspaper.

NOTE: Newspapers generally follow their own unique set of grammar rules. These are listed in The Associated Press Stylebook and Libel Manual. The stylebook uses commas less frequently than most grammar books recommend. What differences can you identify, based on the examples in your newspaper?

After finding an appropriate sample and copying or pasting it on your chart, write a related passage of your own. Use the newspaper piece as your model for writing.

The teacher will be responsible for giving you the left-hand column rules. Your job is to come up with an example from the newspaper for the middle column, and your own examples for the right-hand column.

RUBRICS

	Myself	Teacher	Peer
1. I have a list of grammar and usage rules from which to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have located a newspaper example that can serve as a model for each of the grammar and usage rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have pasted the newspaper articles on the graphic organizer or in a journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have used the newspaper model to write an original piece that relates to each of the grammar and usage rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have added my own writing to the graphic organizer or my journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have proofread my own writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RULE MODELS

Conventions of Language

Rule	Newspaper Model	Your Sample
1		
2		
3		

TRANSFORMATIONS

Activity 6

Standard 1.5: Quality of Writing (editing using the conventions of language)

DIRECTIONS

Newspaper cartoons often use slang, dialect, and informal forms of communication. Locate a cartoon that utilizes one or more of these three formats. Rewrite the cartoon caption with proper English transformations. Remember that the cartoon's meaning may change somewhat with the new transformation. Our goal here is to change wording from informal to formal communication, and not to necessarily keep the meaning intact. Try this activity with several different cartoons.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I located a newspaper cartoon that includes slang, dialect, and/or informal forms of communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I cut the cartoon out and pasted it on the graphic organizer or in a journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Under each blurb that contained slang, dialect, and/or informal forms of communication, I wrote a formal English statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I wrote a passage on the extent to which the meaning of the cartoon changed when the cartoon went from informal to formal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I proofread my written work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRANSFORMATIONS

Cartoon Transformation

Cut and paste a cartoon that includes slang, use of dialect, or informal communication.

In the boxes below, change informal communication to formal. Try 4 versions.

1. _____

2. _____

3. _____

4. _____

- When I changed to formal writing the meaning did not change.
- When I changed to formal writing the meaning changed in the following way(s):

VOCABULARY CREST

Activity 7

Standard 1.7: Characteristics and Functions of the English Language (origins and meanings)

DIRECTIONS

Using a designated or self-selected newspaper article, select one unfamiliar word that you will remember by making a vocabulary crest. Place this word in the middle of the crest sheet. You will also need a dictionary to help you with making this product.

First see if you can find out the country where the word originated and place this in the “pointy” portion of the crest. Next, fill in the definition of the word in the appropriate place and then place possible suffixes for the word in the box next to the definition.

Now it is up to you to make your own illustration to help you remember the meaning of the word. Also, think of people or places that might make use of this word. Put this information and illustrations in the designated places on the crest.

Next, place your new word in a sentence along the side of the crest.

Finally, orally share your new word with your classmates and place your crest on the working word wall so that other students may make use of your word in their writing and speaking.

RUBRICS

	Myself	Teacher	Peer
1. I have selected a new word from a newspaper article and looked it up in the dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If possible, I have placed the country of origin for the new word on the crest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have written my own definition for the new word on the crest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have written various suffixes for the new word on the crest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have drawn a picture to help me remember the word on my crest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have noted people who might use the word on the crest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have put my new word in a sentence of my own along the side of the crest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have orally shared the various elements of my new word with my classmates and placed my completed crest on the working word wall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VOCABULARY CREST

The diagram is a shield-shaped crest divided into several sections. At the top, the word "Sentence" is written diagonally. Below it, "Nation of Origin" is centered. The shield is further divided into four quadrants: "Definition" (top-left), "Suffixes" (top-right), "Illustration" (bottom-left), and "Users" (bottom-right). A horizontal bar across the middle contains the word "WORD".

<i>Sentence</i>	
Nation of Origin	
Definition	Suffixes
WORD	
Illustration	Users

NEWSPAPER HEADLINE WORD SORTS

Activity 8

Standard 1.1: Learning to Read Independently (expanding vocabulary)

DIRECTIONS

We often learn new words by putting together parts of words previously learned. Cut out four commonly used words that you know from newspaper headlines. Paste these four words in different parts of your Word Sorts Box. Then see how many other words you can make from these four root word parts. For example, if you cut out the word map, you could remove the consonant “m” and make new words such as sap nap, tap, rap, trap, cap, gap and lap. Once you find your key headline word you can remove the beginning, the middle, or the end to make new words.

RUBRICS

	Myself	Teacher	Peer
1. I have cut at least four key words from the newspaper headlines in order to make new word families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have pasted each of the headline words in a separate part of the Word Sorts Box.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have chosen to remove the beginning, the middle, or the end of the newspaper title words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have added new letters to the root word part of the title word to make new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Optional</i> – I have taken one new word from each section of the cross to develop into a sentence. I will have four new sentences when I am finished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have proofread my sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEWSPAPER HEADLINE WORD SORTS

Cut and Paste
Headline Word:

Family Words:

Cut and Paste
Headline Word:

Family Words:

Cut and Paste
Headline Word:

Family Words:

Cut and Paste
Headline Word:

Family Words:

FACT WHEEL

Activity 9

Standard 1.1: Learning to Read Independently

(identifying basic facts using organizational structures to comprehend information)

DIRECTIONS

Making a fact wheel helps you to gather, organize, retell, and recall information gathered from reading a newspaper article.

Once you have your self-selected or designated newspaper article and know the topic, begin to brainstorm five possible associated categories. For example, if you are reading about a famous person your category topics might be: family life, education, problems, accomplishments, jobs. Pencil each of these possible categories in the heading portion of the fact wheel.

As you begin to read, make note of the related details under the appropriate topic heading. You may have to change your topic headings if information other than what you expected appears in the article.

Optional – Include additional information to your fact wheel from the Internet.

Once the fact wheel is complete, make a paper wheel cover with one cut out section and a brass fastener. This wheel cover can be turned to help you recall information and test yourself.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I have selected an appropriate newspaper article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have brainstormed five possible subtopics related to the article, and placed them in the topic heading portion of the wheel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have read the article and placed the appropriate details under the topical headings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have made a cover wheel and used it to review and test myself on information from the wheel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACT WHEEL

The image shows a 'FACT WHEEL' template. It consists of a central circle with a thick black border. Five segments radiate from the center, each separated by a thick black line. The top segment is divided into two parts: a smaller inner section labeled 'HEADING' and a larger outer section labeled 'DETAILS'. The 'DETAILS' section contains three horizontal dotted lines. The other four segments are blank and each contains a dotted line that curves inward towards the center, suggesting a space for writing details.

DIAMONTE SUMMARY

Activity 10

Standard 1.3: Reading, Analyzing and Interpreting Literature (theme, point of view and characterization)

DIRECTIONS

Select two newspaper articles with opposing points of view, characterization or themes. For example: adults and children, big and little, the past and the future, negative and positive. Then by using the diamonte, or diamond shaped format on the back of this sheet, develop your own diamonte poem. Your opposing words and/or ideas should appear on lines one and seven.

Once you have filled in each line with the appropriate part of speech, find a partner to whom you can read your poem aloud. Ask the partner for revision suggestions before reading it to the entire class.

Post your diamonte summary poem on the working word wall along with the related newspaper articles.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I have located two newspaper articles that have an area of contrast on which I can write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have placed the areas of contrast on lines one and seven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have filled in the additional lines with the proper parts of speech and information from the two newspaper articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have shared my poem with one of my peers and asked for possible points for revision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have proofread my poem and made the necessary changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have shared my diamonte poem with the entire class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have posted my diamonte poem on the working word wall along with the two newspaper articles that I used in the development of the poem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIAMONTE SUMMARY

Diamonte Poem

A diamonte poem is written in the shape of a diamond. Follow the guidelines below and create a diamonte from one or more newspaper articles.

Line 1: one word (a noun or pronoun)

Line 2: two words (adjectives describing line 1)

Line 3: three words (“-ing” verbs showing action related to line 1)

Line 4: four words (nouns, the first two relating to line 1, the last two related to line 7)

Line 5: three words (“-ing” verbs showing action related to line 7)

Line 6: two words (adjectives describing line 7)

Line 7: one word (a noun or pronoun, often the opposite of the word in line 1)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

THEMATIC INTENSITY MAP

Activity 11

Standard 1.3: Reading, Analyzing and Interpreting Literature (theme)

DIRECTIONS

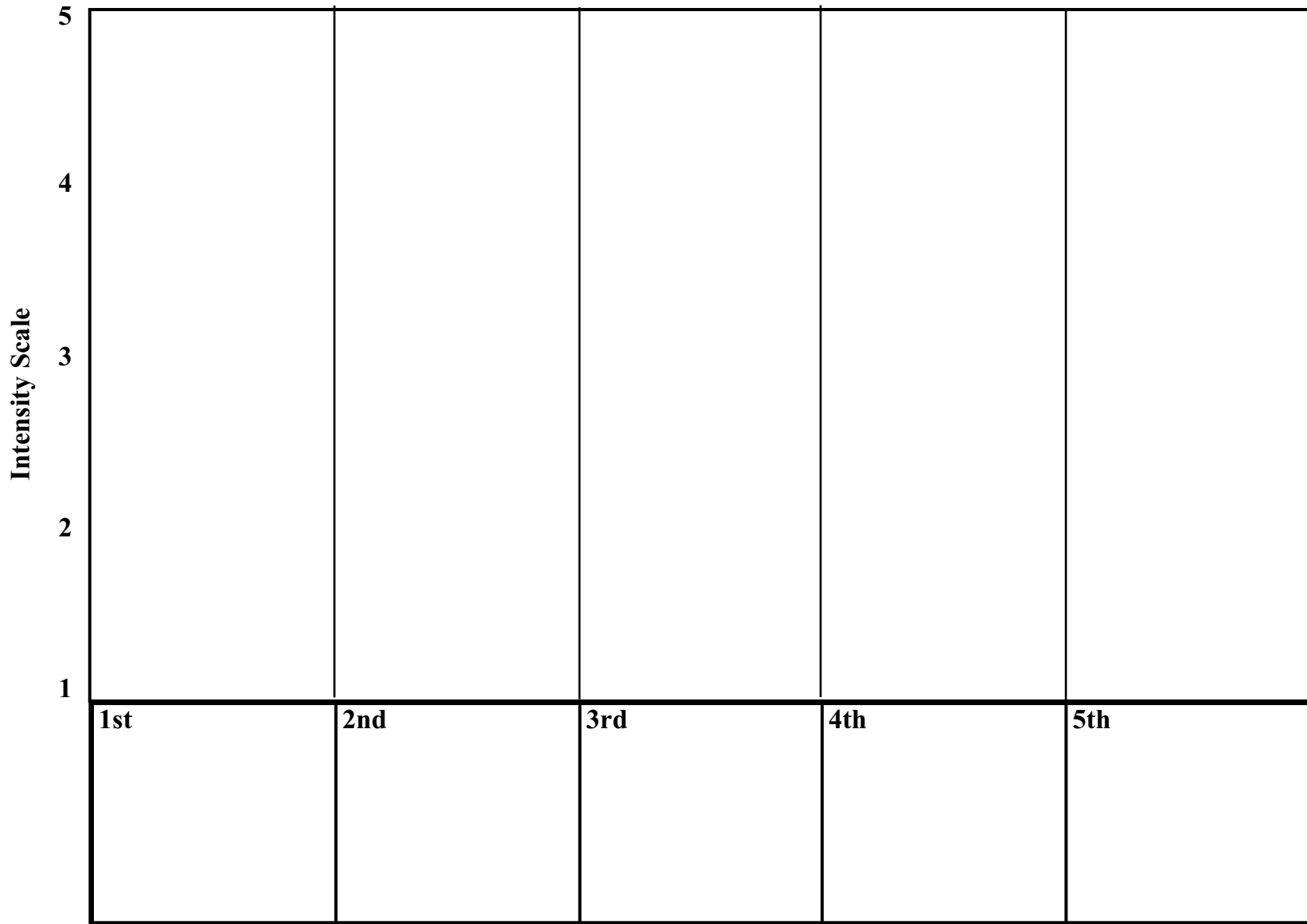
Being able to determine the theme, message, or “bottom line” of what has been read is easier if you use an intensity map. To use this map you retell your fictional or nonfictional reading in approximately five steps. You then order the steps as to how important they are to what happens in the event. If the event is very important it should be nearer to one. If the event is not as important, it should be nearer to five. After looking at your intensity chart and its high and low points, see if you can determine the message(s), theme(s), or “bottom line(s)” of what has been read.

To try out this strategy, choose an article in the newspaper. While you read the article take notes on the information. Then retell your notes and transfer them to the Thematic Intensity Map. After the five parts of the reading have been transferred to the Thematic Intensity Map, a decision regarding their rating on the chart should be made and added by marking an X at the appropriate intensity level. Finish the graph by connecting the X’s. Finally, the total graph should be examined and one or more possible thematic statements should be added to the Intensity Map.

RUBRICS

	Myself	Teacher	Peer
1. I chose an appropriate article to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I read the article and took notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I reread the notes and placed them in order on the bottom row of the Intensity Map.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I rated the events that I placed on the Intensity Map.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I reviewed what I placed on the Intensity Map and developed an overall thematic statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I placed this statement(s) at the bottom of the map and proofread the statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Event Intensity Bar Graph



Story Events in Order of Importance

THEMATIC INTENSITY MAP

CHARACTER SNAPSHOT

Activity 12

Standard 1.3: Reading, Analyzing and Interpreting Literature (characterization)

DIRECTIONS

To better understand the character of real people written about in the newspaper, you are going to use the character sketch graphic organizer along with a designated or self-selected newspaper article. Feature stories work well with this activity.

As you read the article, highlight or underline any information about the person that can be seen from the outside. For example, 6'5" tall or red hair. Then reread the article looking for characteristics that are not just physical in nature. Circle, or highlight in another color, the clues to these characteristics. For example, bravery shown when the boy risked his life to rescue the dog.

Now transfer the information gathered to either the outside (physical characteristics) of the body or to the inside (intangible part of the body).

Finally, in one or more paragraphs, write a character study of the person being discussed in the newspaper article. Make certain to include information from the character sketch graphic organizer.

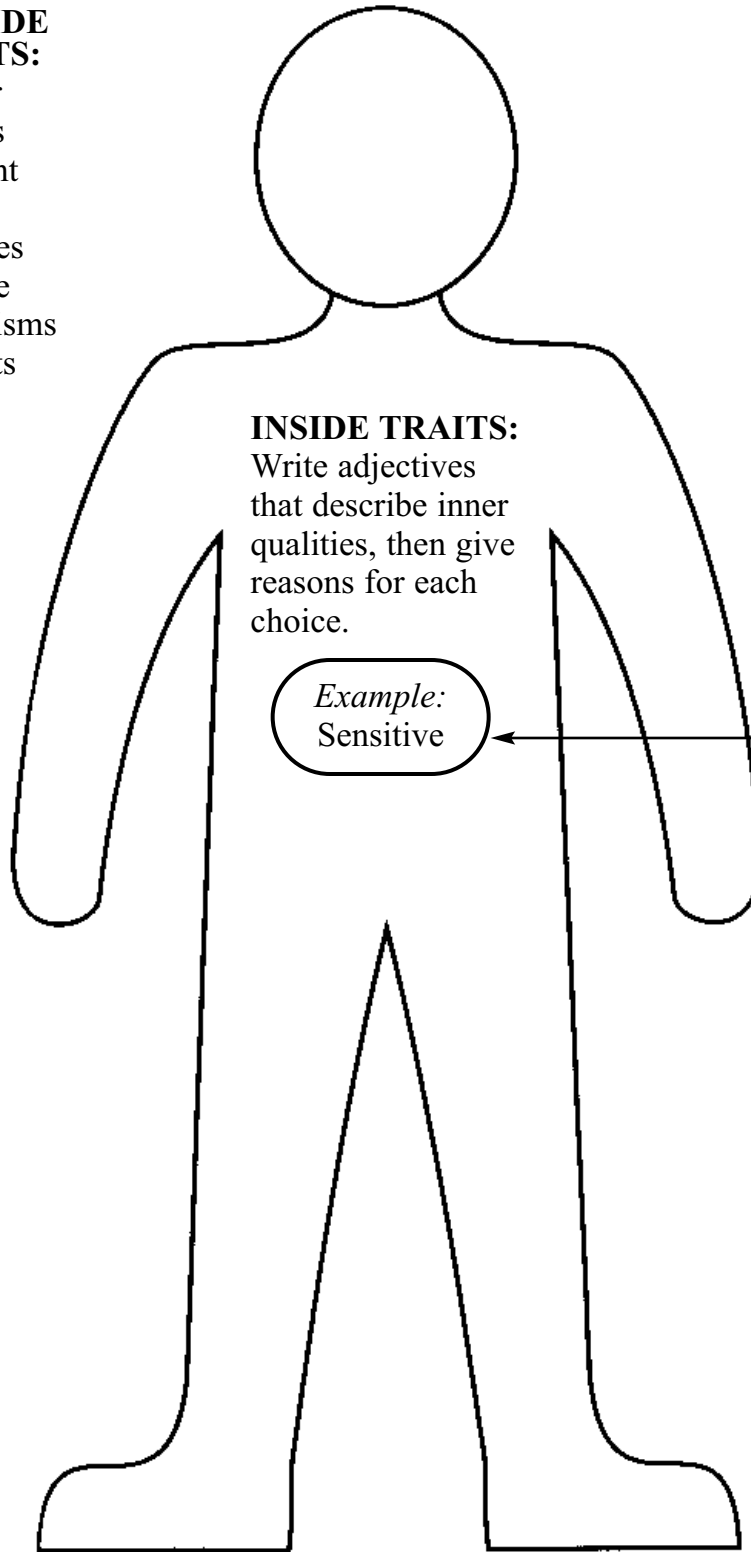
RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I have selected an appropriate newspaper article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have read the article looking for physical characteristics, underlined them, and added them to the outside portion of the character sketch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have read the article looking for clues about the personal characteristics of the person in the news and added them to the inside portion of the character sketch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have retold the information from the character sketch graphic and combined this information in a one or more paragraph essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I proofread my paragraph for spelling, usage, and grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHARACTER SNAPSHOT

OUTSIDE TRAITS:

Hair
Eyes
Height
Age
Clothes
Voice
Mannerisms
Habits



INSIDE TRAITS:

Write adjectives that describe inner qualities, then give reasons for each choice.

Example:
Sensitive

He listened to people's stories. He was careful not to frighten animals.

PREDICTION TREE

Activity 13

Standard 1.1: Learning to Read Independently (summarizing and extending ideas)

DIRECTIONS

After selecting a newspaper article that will probably be ongoing, read and take notes on the article. Use some of the note-taking techniques already suggested. Then use these notes to put information into a summary paragraph. This summary statement should then be placed in the upper branch portion of the graphic prediction tree.

After summarizing the article, think about what you see happening next in this ongoing story. Make a prediction about the final, or near final, outcome of the story. Place this prediction in the trunk of the tree.

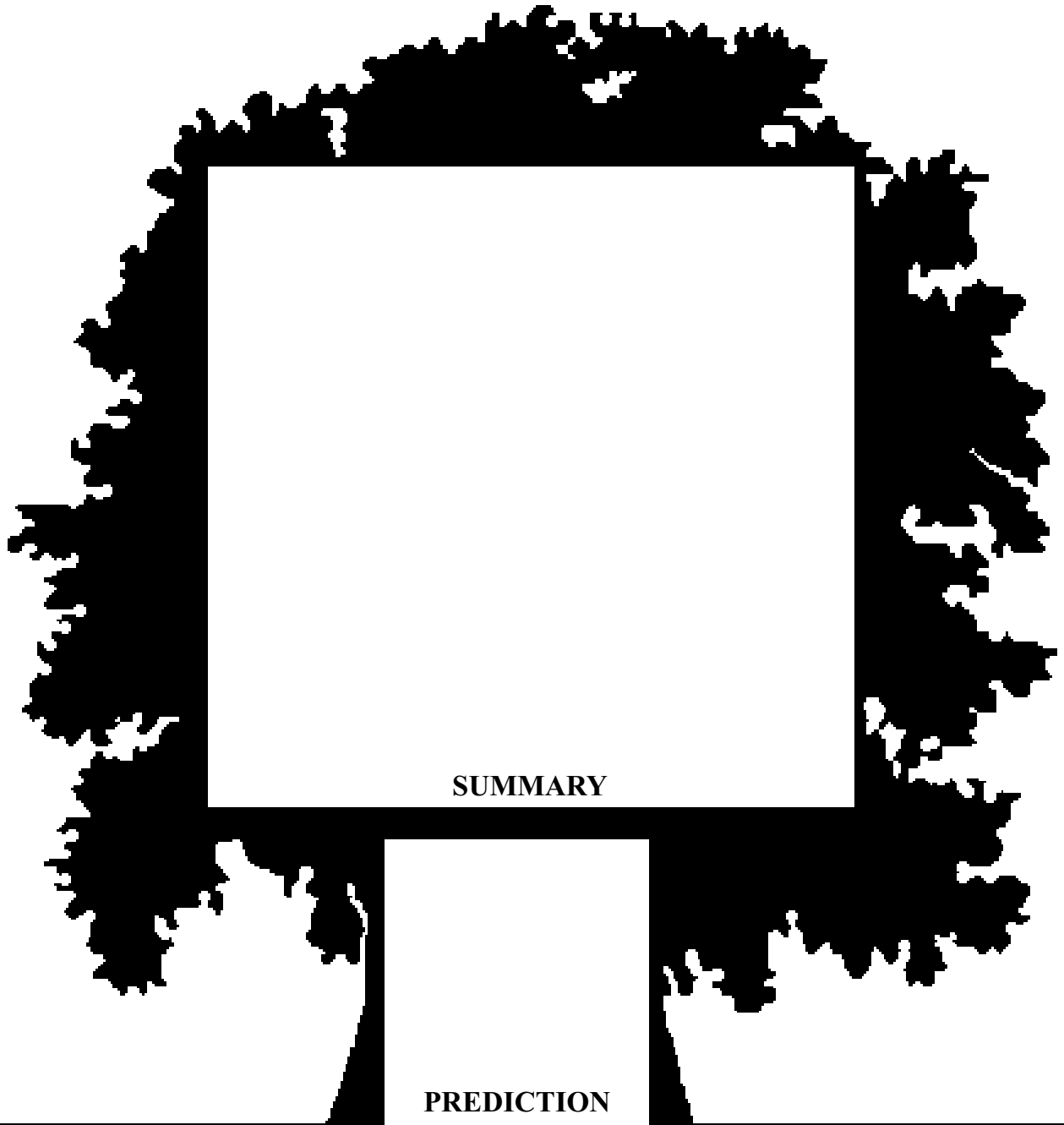
The final portion of this product is to show support for your prediction in the base on which the tree stands. Look for two or three pieces of information that will support your prediction.

If possible, continue to read the newspaper and look for future evidence that your prediction was correct or incorrect.

RUBRICS

	Myself	Teacher	Peer
1. I selected an appropriate article to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I took notes on the article and orally retold my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I summarized my notes and placed them in the branches of the tree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I made a prediction of what might happen next in the article and placed this prediction in the trunk of the tree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I thought about the information on which my prediction was based and placed this support statement in the tree base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I continued to look for further information on my article in the newspaper and on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREDICTION TREE



SUPPORT

DISCUSSION WEB

Activity 14

Standard 1.4: Types of Writing (persuasive pieces)

DIRECTIONS

While reading a newspaper article(s) that is of a persuasive nature, look for a positive way to state the theme of the article. Then begin to make lists of information that is positive, or in favor, of the topic. Put these ideas under the pro list. Next begin to look at the other side of the issue, the negative side. Put these facts and ideas under the con list. Remember that you need to look at both sides of an issue before writing a persuasive piece. You may use information from the newspaper article, prior knowledge, or information from other sources to complete these lists.

Once you have completed your two lists you are ready to make a case for or against the topic. Take a pro or con stance using the information from either the pro or con column to support your position. Write your position in the center rectangle. In some cases you may effectively use information from the opposing side as well. List the conclusions you reach based on both lists and on your statement.

For a good three-paragraph persuasive essay start with:

Paragraph one: Introduction

Paragraph two: Support your position on the issue with information from either column one or column two, the pro column or the con column. Add further anecdotes to support your paragraph, or address the comments listed on the other side of the issue.

Paragraph three: Write a concluding paragraph based on your list of conclusions at the bottom of the page.

RUBRICS

	Myself	Teacher	Peer
1. I have chosen a newspaper article(s) or editorial on a topic which has two sides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have stated the issue in the center block.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have listed comments in favor of the issue in the right hand column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have listed comments against the issue in the left hand column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have turned the information found in the graphic organizer into a three paragraph persuasive piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I proofread my persuasive essay for grammar usage and spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISCUSSION WEB

ISSUE

CONS
(Against Issue)

REASONS

PROS
(For Issue)

[]

[]

[]

[]

[]

[]

[]

[]

[]

[]

[]

[]

Statement of Issue

YOUR CONCLUSIONS

FOUND POETRY

Activity 15

Standard 1.4: Types of Writing (poetry)

DIRECTIONS

Newspapers' words and pictures can be turned into wonderful word and idea banks for writing poetry. By cutting out interesting headline words and pictures you can develop poetry themes and formats that otherwise would probably not come to mind.

To begin this project you may start with or without a specific idea in mind. You then continue to collect newspaper words or pictures randomly or in accordance with a particular idea. Once you have cut out at least ten words and five photos, place them all on a table in front of you. As you look at what is in front of you, begin to outline, in your mind or on paper, a possible format for your poem. Now put your ideas on paper in a poetry format and revise and edit. You do not have to use all of the newspaper words or pictures. You may also add as many other ideas and words as necessary. This procedure merely stimulates your imagination and gets your "creative juices" flowing.

RUBRICS

	Myself	Teacher	Peer
1. I have gone through the newspaper and cut out at least ten words and five pictures that I could possibly use in a poetry piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have placed my words and pictures in front of me and reviewed possible ways of utilizing this material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have taken my ideas based on the newspaper words and pictures and put them into a poetry format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have revised and edited my poem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have shared my poem with at least one other person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have placed my poem on a working word wall or in a class book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FOUND POETRY

Found Poetry Picture and Word Splash

Cut and paste at least 10 interesting words found in the newspaper to this sheet. Cut out and paste at least 5 interesting pictures or parts of newspaper pictures to another sheet. Use these words and pictures as an idea bank for your poem.

EIGHT-PAGE MIST BOOK

Activity 16

Standard 1.3: Reading, Analyzing and Interpreting Literature (mood, images, senses and tone)

DIRECTIONS

Using a newspaper and an eight-page book (see directions for making an eight-page book that follow) make a MIST Book. MIST stands for Mood, Image, Senses and Tone.

To complete this book look for words and/or pictures in the newspaper that set a particular mood. Put this picture or word(s) on a page labeled “Mood.” Next look for a word or picture that will leave an image in your mind. Place this picture or word(s) on a page labeled “Image.”

For the next three pages, look for words or pictures that relate to taste, smell, touch and sound. Cut out appropriate words and/or pictures and properly label them.

Your final word(s) or picture will involve the concept of tone. You may need help from your teacher with this topic.

After completing the seven pages of the book, place the title, MIST Book, on the front cover and retell each page to a fellow student.

Optional – Use the words and pictures in the MIST Book to develop a poem that involves moods, vivid imagery, use of the senses, and tone.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I have made an eight-page book out of a sheet of paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have titled the book MIST Book and labeled the pages: Mood, Images, Hearing, Tasting, Smelling, Touching, and Tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. On each labeled page I have pasted appropriate words and/or pictures from the newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have retold each page in the book to a fellow student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Optional</i> – I have used the words and the pictures in the eight page MIST book to help me write a poem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

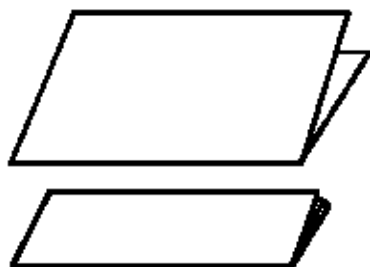
EIGHT PAGE MIST BOOK



Materials
9" x 12" (or 12" x 18") construction paper
scissors
crayons, markers

Instructions for Making the Book

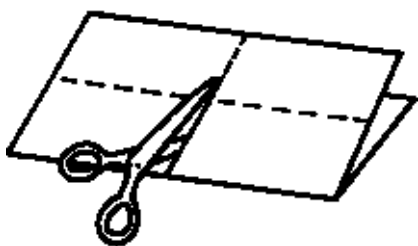
1. Fold the paper in half widthwise. Then fold it once more in the same direction.



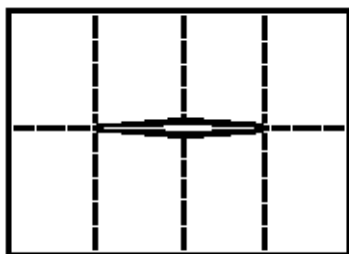
2. Fold the paper in half in the opposite direction.



3. Open to a half sheet. Starting from the folded edge, cut along the crease. Stop where the fold lines intersect.



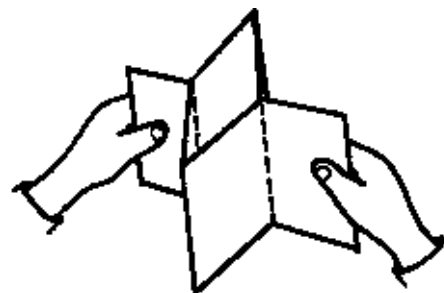
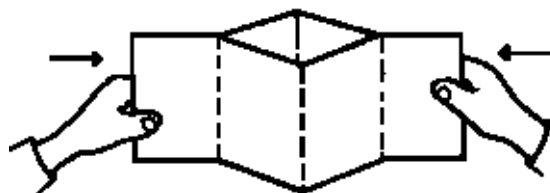
4. Open paper completely.



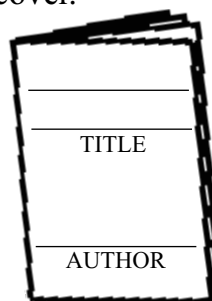
5. Fold paper lengthwise.



6. Grasp the outer edges as shown and push them towards the center. The opening should "poof" out. Keep pushing until a book of four sections is formed.



7. Fold the pages closed and write the title of the book and the author's name on the cover.



DOUBLE BUBBLE / COMPARE AND CONTRAST

Activity 17

Standard 1.1: Learning to Read Independently (compare and contrast)

DIRECTIONS

While reading a designated or self-selected newspaper article(s) that discusses two topics, you can make use of the double bubble graphic. Place the name of each topic in column II and column IV. In columns number I and V, list information particular to each topic. Use column III to list information that is common to both topics.

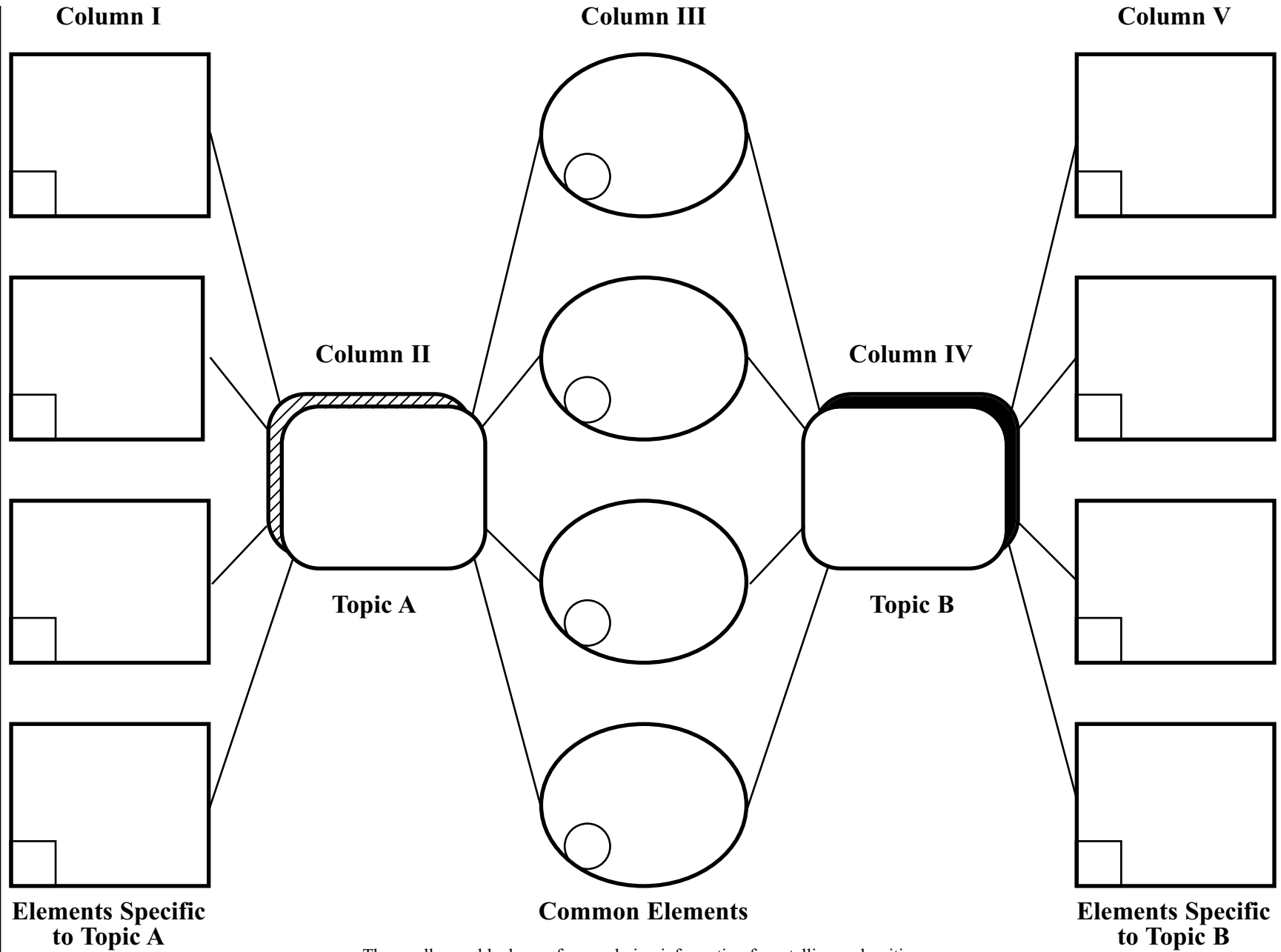
Once the graphic organizer is complete, you can develop a five-paragraph essay in the following manner:

- *Paragraph I:* information from column III
- *Paragraph II:* information from column I
- *Paragraph III:* information from column V

By adding an introduction and a conclusion, you will have a five-paragraph essay.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I have selected an appropriate article(s) with two different topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have listed the two topics in column II and IV and what they have in common in column III.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. After retelling, I have turned my three lists into a five-paragraph essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I proofread my comparison and contrast piece for grammar, usage, and spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



DOUBLE BUBBLE / COMPARE AND CONTRAST

The small open blocks are for reordering information for retelling and writing.

NEWSPAPER RESPONSE JOURNALS

Activity 18

Standard 1.2: Reading Critically in all Content Areas (literature)

DIRECTIONS

Using a designated or self selected news article, editorial or editorial cartoon, or comic, and the reader response prompts from the other side of this page, you will develop a reader response paragraph for use in your journal.

In writing your reader response paragraph, you may use one or more of the prompts from the organizer. If you prefer to develop your own prompts, that is even better.

Attempt to add at least two sentences to your reader response. It is important to take the following into consideration:

- Your past knowledge of the subject
- Other readings on the subject
- Your feelings about the subject
- Questions and concerns you have about the subject

RUBRICS

	Myself	Teacher	Peer
1. I have chosen an appropriate article, editorial or cartoon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have selected at least one prompt from the reader response sheet in which to respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have used the prompt as my beginning sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have followed up my beginning sentence with at least two other statements dealing with past knowledge, feelings, questions or concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have proofread my paragraph for spelling, grammar, and usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have added my writing and the related newspaper component to my literary journal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEWSPAPER RESPONSE JOURNALS

Reflective Inquiry Prompts

A question I have is . . .

I began to think of . . .

I know the feeling of . . .

I love the way . . .

I realized . . .

I think . . .

If I were . . .

I'm not sure . . .

I predict . . .

My favorite person is . . .

I like the way the reporter . . .

I felt _____ when . . .

I wish that . . .

I was confused when . . .

This made me think of . . .

I wonder why . . .

I noticed . . .

I was surprised when . . .

I changed my mind about _____ because . . .

Why do you suppose . . .

I felt _____ at the end of the article because . . .

I wonder . . .

What do you think? . . .

NEWSPAPER BASED READER'S THEATER

Activity 19

Standard 1.3: Reading Analyzing and Interpreting Literature (drama)

DIRECTIONS

Newspaper articles can easily be turned into reader's theater pieces that can be read dramatically to the class. In order to do this you will be placed with three or four other students to share the task. All of you will read a pre-selected or self-selected article and take notes. Next, one member of the group will retell the article as other members add important details. After the retelling, one member will become the narrator and the other members will take on the role of people in the article. Group members may take on more than one role.

So that the story is a reader's theater and not an improvisation, group members will now turn their retelling into an actual script with narration, sound effects, dialogue, and simple gestures. The entire story need not be retold. The group may wish to focus on only one part of the article.

Once the reader's theater script has been written, it should be read aloud to the group and edited two or three times. After a third edit, each member should be given a copy of the script and a presentation should be made to the entire class.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I am part of a group that has self-selected or been given an article to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I read the article and took notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I took part in a retelling of the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I took on the role of a narrator or character(s) in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I helped to write dialogue for the reader's theater script.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I helped to edit and revise the reader's theater script.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I took part in a reader's theater performance in front of the entire class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEWSPAPER BASED READER'S THEATER

Cast of Characters

Narrator _____

Character 1 _____

Character 2 _____

Character 3 _____



Script

INFORMATION CHART

Activity 20

Standard 1.4: Types of Writing (organizing multi-paragraph expository writing)

DIRECTIONS

Using a designated or self-selected newspaper article(s), the Internet, and the Information Chart graphic organizer, you will prepare to write a six (or more) paragraph essay of an expository nature.

As you read the article(s) and gather information from the Internet, look for at least four topical headings that cover information in the article. Place these topical headings in the rectangular boxes following the introduction lines.

Now turn your attention to reading for specifics under each topical heading. List as much information as you can under each heading, rearranging the order of information by numbering the bubbles on the left.

To complete the Information Chart, put key introductory phrases under the major topic heading and rearrange subtopical headings by assigning numbers to the rectangular boxes.

To ensure a better flow of written information, orally retell each section of the chart before putting it into paragraph form. Also, add a concluding paragraph that compactly draws together the information from the five preceding paragraphs.

RUBRICS

	Myself	Teacher	Peer
1. I have selected an appropriate article on which to take notes using the Information Chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have placed my overall topic heading in the box in the center and added key introductory information under the heading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have placed my subtopic headings in the four rectangular boxes below the major heading and ordered these topics by placing numbers in the smaller boxes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have included at least four details under each topic heading and ordered these details by placing numbers in the bubbles to the left.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have added information for a concluding statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have orally retold each section of the information chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have used the information chart to develop a six paragraph expository essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have proofread my essay for spelling, usage, and grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Optional</i> – I have used the Internet as an additional resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOPIC:

INTRODUC-

SUBTOPICS

DETAILS:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

SUBTOPICS

DETAILS:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

SUBTOPICS

DETAILS:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

SUBTOPICS

DETAILS:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

CONCLUSION:

INFORMATION CHART

DESIGN AN AD

Activity 21

Standard 1.4: Types of Writing (persuasive pieces)

DIRECTIONS

Using a designated or self-selected newspaper article(s) that promotes a person, product, or idea, and the Design An Ad graphic organizer, create your own ad.

Before designing your own ad, locate at least three ads in the newspaper that attracted your attention and give at least two reasons for your selection. For example: humor, strong graphics, clever wording, uncluttered appearance, interesting placement of objects, familiar subject matter or relevant information might be reasons for your choice.

Before using the actual graphic organizer, do a mock-up on paper. Use hand-done, cut-outs, or computer graphics. Printing may also be done with cut letters, the computer, and/or hand printing. Do not use all the lined space. You need “white space” to frame small groups of information.

Share your ad with a peer. Have the peer check to see that all the pertinent information is included and that the ad is pleasing to the eye.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I have cut out three ads from the newspaper, pasted them on a sheet of paper and listed at least two reasons for my choice of each ad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have read my newspaper article(s) and taken notes on the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using the article, I have decided on a point of view to promote and come up with a slogan, a phrase, or words to catch the reader’s eye.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have added a meaningful graphic to my ad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have filled in some of the remaining space in the ad with important details from the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have orally shared my ad with the class and placed it on the working word wall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHARACTERISTICS OF TYPES OF NEWSPAPER WRITING

Narrative – Expository – Persuasive

Activity 22

Standard 1.4: Types of Writing (narrative, expository, persuasive)

DIRECTIONS

For you to become a better writer, you need to continually see good models of writing. The newspaper provides you with these models on a daily basis. Using the newspaper of the day and the chart that follows, locate one narrative article, one expository article, and one persuasive article. Remember to use the criteria checklist for types of writing to help you do this.

When looking for narrative writing, look in the feature section of the newspaper; when looking for expository writing, look on the front page; when looking for persuasive writing, look in the editorial section.

Optional – Using one of the three article types mentioned above, write your own article. Continually check with your chosen newspaper article and graphic organizer to see that you are following the proper format.

RUBRICS

	Myself	Teacher	Peer
1. I have read the Characteristics Sheet and know the difference between narrative, expository, and persuasive writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have located a sample of each type of writing in the newspaper and cut these samples out for future use with my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have shared with a partner my choice for each article and the characteristics that helped me to make the identification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I wrote my own newspaper article (narrative, expository, or persuasive) based on the samples I have chosen from the paper and the Characteristics Sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHARACTERISTICS OF TYPES OF NEWSPAPER WRITING

	Narrative	Expository	Persuasive
First-person account	✓		✓
Third-person account		✓	
Personal anecdotes	✓		✓
Factual information	✓	✓	✓
Quotations	✓	✓	✓
Most important information in the beginning		✓	
5 W's and an H		✓	
Strong point of view			✓
Opinions	✓		✓
Descriptive passages	✓	✓	✓

HAMBURGER PARAGRAPH

Activity 23

Standard 1.5: Quality of Writing (well developed content)

DIRECTIONS

Using a designated or self-selected newspaper article and the hamburger graphic organizer, develop a one-paragraph summary.

In the first sentence, talk about the most important or key information in the article. Then in sentences two, three and four add details that help support the first sentence. In the fifth sentence, conclude or end the paragraph with a final statement that reinforces the beginning.

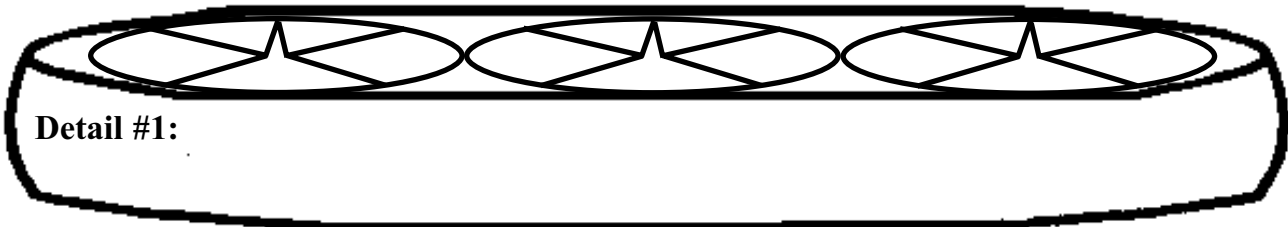
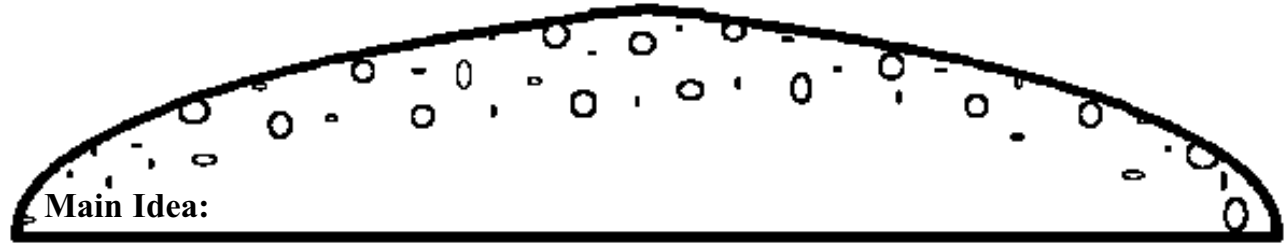
This is called a hamburger paragraph because the top and bottom paragraphs are similar and cover the topic in broad terms like buns cover a hamburger. The inner sentences are like the ingredients in the middle of a hamburger. They are there to fill the hamburger with substance.

RUBRICS

	Myself	Teacher	Peer
1. I have selected an appropriate newspaper article to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have taken notes on the article and used these notes to write a summary paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I wrote a topic sentence for the first sentence in my hamburger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I followed my topic sentence with at least three additional sentences that bring support to sentence one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I finished my hamburger paragraph with a concluding or summary sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I proofread my paragraph for spelling, grammar, and usage errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HAMBURGER PARAGRAPH

Use this hamburger to help you write a paragraph.



NEWSPAPER EDITING GUIDE

Activity 24

Standard 1.5: Quality of Writing (conventions of language)

DIRECTIONS

To help you reinforce the skills of structure, usage, punctuation, capitalization and spelling, cut model passages out of the newspaper and develop an editing guide. For example, if you have trouble spelling a particular word, find it in the newspaper, cut it out, paste it beside your spelling of the word, and verbalize the differences.

To start your editing journal, divide your guide into five sections: structure, usage, punctuation, capitalization and spelling. State the rules that should be included in each section of the guide in your own words and include model passages from the newspaper. Keep this editing guide on your desk so that you can easily refer to it when writing.

NOTE: Newspapers use fewer punctuation marks than those recommended by grammar books. You may want to compare comma rules in the Associated Press Stylebook with those in your grammar book. What differences do you find?

RUBRICS

	Myself	Teacher	Peer
1. I started an editing guide with the following sections: spelling, structure, usage, punctuation and capitalization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I added specific rules given to me by the teacher in the appropriate section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I included a newspaper model to go with each rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I made use of this editing guide when revising and editing any of my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I continue to add to this guide as I learn more about standard English conventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEWSPAPER EDITING GUIDE

Section: For example, USAGE _____

Rule 1	Newspaper Model
Rule 2	Newspaper Model
Rule 3	Newspaper Model
Rule 4	Newspaper Model
Rule 5	Newspaper Model

CORNELL TWO-COLUMN NOTE TAKING

Activity 25

Standard 1.8: Research (note taking, organization and presentation)

DIRECTIONS

In order to effectively take Cornell, or two-column notes, you will have to divide your note taking sheet into two sections. The first section will be one-third of the page and be labeled Headings or Questions. The second two-thirds of the page will be labeled Details or Related Information.

As you read your designated or self-selected newspaper article(s) you will note major topic headings in the first column, leaving several inches of space between each topic. After your headings are all in place, reread the article and place bulleted detail information in the right-hand column across from the appropriate heading.

Once you have at least three major headings in the left-hand column and at least two details associated with each heading in the right-hand column, you are ready to retell the information and make a paragraph out of each topic.

RUBRICS

	Myself	Teacher	Peer
1. I have chosen an appropriate newspaper article(s) for note taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have chosen at least three topics or categories and placed this information in the left hand column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have selected at least two details to include under each topic and placed this information in the right hand column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have orally retold the information under each topic and turned this information into a paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have proofread my paragraphs for spelling, grammar and usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Optional</i> – I have added an introduction and concluding paragraph to my other paragraphs for a five (or more) paragraph essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CORNELL TWO-COLUMN NOTE TAKING

Open boxes and circles are for reordering information for retelling and writing circles. Boxes may be added or deleted as necessary.

Headings and/or Questions

Related Information/Details

MULTIPLE RESOURCE CHART

Activity 26

Standard 1.8: Research

(refining a topic, using appropriate sources and organizing)

DIRECTIONS

Using a designated or self-selected research topic, begin to collect appropriate newspaper articles. As you read and take notes on these articles, begin to develop questions that need to be answered. For example, if you were researching whales your questions might include: What does a whale look like? What does a whale eat? Where do we find most whales? What types of whales can we find? What products do we get from whales? What predators do whales have? These categorical questions should be placed at the top of the Resource Chart in individual columns.

On the left-hand side of the grid should be the names of newspaper articles, trade books, and textbooks used in the research. In the center of the grid should be the information found in that source that fits under the appropriate column with the open-ended question. You should continue to fill out your grid as you add new sources of information. When you feel you have adequately answered your open-ended questions, read down the columns and write summaries. Then place these summary paragraphs in a logical order.

RUBRICS

	Myself	Teacher	Peer
1. I have a designated or self-selected research topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have collected newspaper articles, trade books and textbook articles for my research and listed them along the left-hand side of the chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have developed open-ended questions related to the research and placed them along the top of the multiple resource chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have gathered information from each of my resources and placed the information in the appropriate column on the multiple resource chart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have gathered the information from each column and developed a partial or complete paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have organized my paragraphs into a comprehensive research paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have edited and revised my research paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOPIC	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Brainstorming						
Text						
Trade Book 1						
Trade Book 2						
Newspaper 1						
Newspaper 2						
Movie/Speaker/ Field Trip						
Summary						

STANDARDIZED WRITING RUBRICS

Activity 27

Standard 1.5: Quality of Writing (evaluation, revision and presentation)

DIRECTIONS

To assess the final version of compositions and/or research projects, use the standardized rubric, or assessment tool, that follows. This rubric has been designed to evaluate the six most important areas of writing and to break them down into appropriate levels, with six being the highest and one being the lowest. The areas to be assessed are organization, focus, support and elaboration, word choice, sentence structure, and usage.

RUBRICS

	<u>Myself</u>	<u>Teacher</u>	<u>Peer</u>
1. I have checked each area of my writing against the standardized writing rubrics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have edited and revised my writing based on the rubrics included in this guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have attempted to meet the highest level, level six, in each case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have made note of the areas on the rubric where I have the greatest problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I will think about how I can address these problems in my next writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


ANALYTIC SCORING GUIDE GRADES 4–12

	1 OVERALL DEVELOPMENT	2 ORGANIZATION	3 SUPPORT	4 SENTENCE STRUCTURE	5 WORD CHOICE	6 MECHANICS
In scoring, consider	• The overall effect of the paper	• The degree to which the response is (1) focused (2) clearly and logically ordered	• The degree to which the response includes examples which develop the main points	• The degree to which the response includes sentences that are (1) complete and correct (2) varied in structure and length	• Vocabulary • Word choice • Usage	• Spelling • Punctuation • Capitalization • Paragraphing
6 PAPER	• Fluent, richly developed • Clear awareness of audience and task • Distinctive voice • Original, insightful or imaginative	• Carefully but subtly organized from beginning to end • Organizational devices are subordinate to meaning • Clear focus • Logical order	• Supporting details are rich, interesting and full • Details are relevant and appropriate for the audience and focus	• Sentence variety enhances style and effect • Virtually no errors in structure or usage* • Successfully uses more sophisticated sentence patterns	• Rich, effective vocabulary • Fresh vivid language • Correct usage**	• Very low or no mechanical errors, with complexity
5 PAPER	• Fluent, fully developed • Clear awareness of audience and task • Evidence of voice • Solid	• Organized from beginning to end • Organizational devices are subordinate to meaning • Clear focus • Logical order	• Details are strong but lack richness and specificity • Details are relevant and appropriate for the audience and focus	• Sentence variety is appropriate to style and effect • Few errors in structure or usage* • Moderately successful in using more sophisticated sentence patterns	• Effective vocabulary • Generally successful in using rich language • Generally correct usage**	• Few or no mechanical errors, relative to the length or complexity
4 PAPER	• Moderately fluent • Awareness of audience and task • Ideas developed but limited in depth	• Organization but may have minor lapses in order or structure • Meaning is subordinate to organizational devices • Focused	• Details are adequate to support the focus • Details are generally relevant and appropriate for audience and focus	• Some sentence variety • Some errors in structure or usage* • Attempts to use more sophisticated sentence patterns, not totally successful	• Acceptable vocabulary • Attempts to use rich language • Generally correct usage** • Misuse of big words	• Some mechanical errors that do not interfere with communication • Limited text, but mechanically correct
3 PAPER	• Thinly developed • Some awareness of audience and task • Repetitive or too general	• Focus unclear or limited • Poor transitions • Shift in point of view • Lacks closure • Chaining	• Details lack elaboration • Some details do not support the focus • Important details omitted	• Little sentence variety • Errors in structure or usage* interfere with meaning • Over-reliance on simple or repetitive constructions	• Simplistic vocabulary with limited word choice • Noticeable errors in usage**	• Some mechanical errors that do interfere with communication • Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
2 PAPER	• Poorly developed • Poor awareness of audience or task • Lacks clarity	• Unfocused • Thought patterns were difficult to follow • Continual shifts in point of view • Resembles freewriting • Lacks closure	• Details are merely listed • Repetitious details • Too few details	• No sentence variety • Serious errors in structure or usage* • Too brief to demonstrate variety	• Simplistic vocabulary with inappropriate and/or incorrect word choice • Numerous errors in usage**	• Noticeable mechanical errors that do interfere with communication • Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
1 PAPER	• Not developed • Restates topic • No awareness of audience or task • Inappropriate response	• So short or muddled that it lacks organization or focus	• Virtually no details • Irrelevant details	• Lack of sentence sense • Riddled with errors • Too brief to evaluate	• Inadequate vocabulary • Too brief to evaluate	• Mechanical errors that seriously interfere with communication • Too brief to evaluate

* Errors involving more than one word, e.g., parallelism and dangling modifiers ** Errors involving one word, e.g., subjective/verb agreement

Non-Scorable (NS): Is illegible: i.e., includes so many indecipherable words that no sense can be made of the response OR

Is incoherent: i.e., words are legible but syntax is so garbled that response makes no sense OR Is a blank paper

MEDIA MADNESS

Activity 28

Standard 1.2: Reading Critically in all Content Areas (comparing media)

DIRECTIONS

As a means of comparing how a variety of media report on current events, you will compare how one newspaper article informs readers about an event versus how other media – television, Internet, book, magazine, another newspaper – inform their readers.

Select a newspaper article that informs readers about a national or international current events topic – an international conflict, a crisis, or a national campaign. Read through the article once and take notes on the main points of the article.

At the top of your Media Madness Table, write the name of the topic. The basic questions that organize the facts of the article appear on the left side of the table. Write the title of your newspaper article at the top of column one and fill in the answers to the basic questions: who, what, where, why, when, how. Leave blank spaces if the question is not answered.

Choose two other media which report on the same topic and analyze whether they provide complete answers to the 5 W's and H. Write the titles for each at the top of the column and fill in the columns with the answers to the basic questions, leaving blanks where necessary. When your table is complete, write a short summary that evaluates which medium provided the most complete information on the topic. Which medium provided information that was not relevant? Which were the most similar facts they included? Share your findings orally with your class.

RUBRICS

	Myself	Teacher	Peer
1. I have chosen a newspaper article about a national or international current events topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have taken notes on the main points of the article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have answered the 5 W's and H questions for my newspaper article.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have chosen two other media that report on the same topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have answered the 5 W's and H questions using the additional two media sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have summarized my findings, evaluated the effectiveness of the three media, and shared my ideas with my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEDIA MADNESS

EVENT / TOPIC: _____

Newspaper Article:

Medium 2:

Medium 3:

WHO

WHAT

WHERE

WHY

WHEN

HOW

Summary: _____

DESIGN A VIDEO COMMERCIAL

Activity 29

Standard 1.2: Reading Critically in all Content Areas (analyze media techniques)

DIRECTIONS

The electronic media has great control over our minds. By cleverly using rhetoric and graphics, the media can greatly influence how we live.

To demonstrate how the media can control our thinking, choose a newspaper ad that can be modified in such a way that it would be more persuasive in nature than it is presently. Next, turn the newspaper ad into a commercial that could be video-taped and presented to the class for evaluation. You may work alone on this project or involve others to assist in the project. Before presenting your video commercial, display the original print ad from which you began your work.

RUBRICS

	Myself	Teacher	Peer
1. I have selected a newspaper ad that I feel I can modify and make into a 30-second video commercial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have made notes of changes I would like to see in the ad to make it even more persuasive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have turned my notes into a script for my video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have practiced my video script alone or have included other performers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have presented the video to the class along with my original ad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have received a class evaluation on my video commercial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESIGN A VIDEO COMMERCIAL

NEWSPAPER PRINT AD

Paste ad here.

Circle highlights.

VIDEO COMMERCIAL

Note changes to be made.

Script

Props:

Beginning:

Middle:

End:

Slogan:

CREATING A NEWSPAPER

Activity 30

Standard 1.2: Reading Critically in All Content Areas
(produce a work in one literary genre that follows the conventions of the genre)

DIRECTIONS

Work with your class to design a mini newspaper highlighting significant people and events that have appeared in the newspaper over a period of time. Your newspaper should have a separate page for each of the following important types of news stories: National News, International News, Local News and Sports. Other pages can be added according to interest.

Over a period of time, gather important news stories and photos. Use the information in these stories to summarize the sequence of events related to an important person, event or issue; these summaries will be the basis of student-written news stories. Actual newspaper photos can be used as artwork, with student-written captions.

RUBRICS

	Myself	Teacher	Peer
1. With my group, I have located articles and photos related to significant people, events or issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have read and summarized the information in my articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have rewritten this information into news stories and/or captions which include the 5W's and H of a good news story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have proofread my work for correct spelling, grammar and usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. With my group, I have helped to layout a newspaper page for my assigned section (National, International, Local, Sports).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have used correct newspaper format (headline, byline, dateline, inverted pyramid style).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have worked with my class to compile a newspaper including the sections produced by each group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have learned from others by reading the entire newspaper produced by my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CREATING A NEWSPAPER

Banner

LOCAL NEWS

Headline:

Byline:

Dateline:

NATIONAL NEWS

Headline:

Byline:

Dateline:

INTERNATIONAL NEWS

Headline:

Byline:

Dateline:

SPORTS

Headline:

Byline:

Dateline: