

Thoughtful Literacy

Using the Newspaper



Research-based classroom activities for grades 4-12 using four key characteristics of effective classrooms:

Managed Choice, Multi-Source Curriculum, Multi-Task Learning, and Meaningful Classroom Discussion.

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MANAGED CHOICE

CRAFT OF NEWSPAPER JOURNALING

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The day of the grammar and writing textbook alone is no longer with us. Teachers and students look at authors, editorialists, reporters, journalists, poets, and cartoonists for their models of good writing. From these models of good writing, students learn about the important characteristics of a written piece. They also learn literary techniques that they can use in their own writing.

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Newspaper articles are packed with information that lends itself to a lively living museum. Instead of students just reporting on the articles that they have read in the usual presentation mode, students in a living museum actually construct exhibits that can be shared with fellow classmates, other classrooms, other schools and parents. Each exhibit tells the story of the newspaper article(s) in any way that the student wishes.

NEWSPAPER INFOGRAPHICS

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In the past newspapers were mostly text with few pictures and graphics. Today the amount of graphics and pictures has greatly increased. Because of the continuous increase in graphics, language arts now includes visual literacy. Students are required to put their research to work through producing infographics. The model for these infographics can be found in the newspaper

NEWSPAPER JOURNALING

ACTIVITY 4

English Standards 4, 11, 12: Selecting Proper Sources, Noting Key Information, Summarization, Reflection, Connecting, Taking a Critical Stance, Tracking

Students today are using journals instead of workbooks. Workbooks are looking for the one correct answer and in comprehension there may not be only one correct answer. In teaching comprehension teachers are also looking for insights, reflections, connections and higher-level thinking. When teachers link reading the newspaper with journaling they are giving students an opportunity to practice a life long skill. This life long reading skill is linking prior knowledge and present information on a topic to a personal opinion.

NEWSPAPER WORD LADDERS

ACTIVITY 5

English Standards 1, 2, 3: Vocabulary Development, Use of Context Clues, Knowledge of Word Parts, Practical Application, Word Layering, Journaling, Reflection, Angling a Word

If students learned and properly utilized one new word each day they would have a greatly increased vocabulary. This daily attention to vocabulary usage is habit forming. It makes students aware of all the new, exciting words found all around them. Newspaper headlines are a major source of currently used words.

OPEN NEWSPAPER ARTICLE SORTING

ACTIVITY 6

English Standards 1, 3, 9: Categorization, Making Generalizations, Labeling, Comparing and Contrasting, Looking for Details, Sorting, Product Application

In this activity students locate their own series of newspaper articles that have common elements or themes. They read these articles and look for discrete information that can be linked to each of the other news items. Students label the newspaper categories as broadly or as specifically as need be for their research. Students need to be reassured that there is no one way to complete this activity. However, students need to understand that they must be able to justify their unique method of sorting.

READING A NEWSPAPER PHOTO OR GRAPHIC

ACTIVITY 7

English Standards 1, 3, 12: Visualization, Inferencing, Predicting, Story Mapping, Verifying, Projecting, Linking, Comparing and Contrasting, Characterizing, Presenting, Questioning, Detailing, Finding Main Ideas

Gathering information from the newspaper photos and/or graphics can be just as important as reading the words below the photo. There are so many visual clues in the photo or graphic that may not be covered through words. These photos and graphics include unstated clues that can mean a great deal to the interpretation of the story. We have always heard that "a picture is worth a thousand words," but tend to skip the photo and graphs and continue to focus on the words.

TAKING A CRITICAL STANCE EDITORIALY

ACTIVITY 8

English Standards 1, 2, 12: Taking a Critical Stance, Interpretation of Graphics, Knowledge of Symbols, Inference, Persuasion, Background Knowledge, Summarizing Graphically, Seeing Patterns, Reflecting, Researching

One of the most difficult literacy skills for students to master is taking a critical stance and then supporting the stance effectively. Students would rather give rote answers than develop a theory and research the information to support their hypothesis. Using editorials and editorial cartoons on a regular basis can help students build their critical stance skills. Through analysis of these editorials, students can see the literary techniques used in the persuasive form of writing or drawing.

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Newspaper journalists constantly build sensory images into their writings to make newspaper articles come alive. They use analogies, comparisons and the five senses to stimulate interest and imagery. Students need to use these sensory-based articles to build their own reading and writing skills. Models of writing from an authentic source turn a writing lesson into a writer's workshop.

CLASSROOM NEWSPAPERS AS CONTENT-BASED NEWSPAPERS

ACTIVITY 10

English Standards 3, 6, 7: Role Playing, Writing to Different Formats and Different Audiences, Revision and Editing, Using Graphics, Conferencing, Organizing, Researching, Using Writing Models, Using Multiple Sources of Information

As an alternative to the regular classroom newspaper with features about what is going on in class, there is the content-based newspaper. The content-based newspaper might be linked to a theme, a popular children's book, a science or social studies unit, or any other content found in the curriculum. The final product would be a content-based newspaper. The role of the writers would be the same as in any newspaper: publisher, editor, copy editors, news reporters, cartoonists, editorial people, ad people, etc.

INFORMATION CHARTING WITH NEWSPAPER ARTICLES

ACTIVITY 11

English Standards 3, 7, 12: Finding Resources, Organizing Material, Noting Key Information, Working with Multiple Resources, Retelling, Summarization, Taking Information to the Essay Stage

Today research begins in the primary grades with picture books, chapter books, the Internet, newspaper articles, videos, field trips and speakers. Early on students learn to go beyond a textbook to find necessary information for a non-fiction report. In this activity students learn how to collect information from a number of sources, how to use an Information Sheet to organize it, and then how to write the actual essay.

NEWSPAPER JIGSAWS

ACTIVITY 12

English Standard: Applying Strategies

English Standards 7, 9, 11: Critical Reading, Taking Notes, Retelling, Article Selection, Listening and Taking Notes, Asking Questions, Drawing Conclusion, Making Generalizations, Meaningful Discussion, Taking a Test Using Notes, Summarization

In Newspaper Jigsaws, teacher and/or students choose two, three or four related newspaper articles from the paper of the day. Obviously some of the articles will be longer and more difficult to read and others will be easier to read. After forming jigsaw reading groups where there is a student for each article, students select their article to read based on their ability. All students read their article, take notes, and become "experts" on that article. When everyone is ready, each student retells information about his/her article so that the other students will have knowledge of the topic, but not have to read the article on their own.

NEWSPAPER SCAVENGER HUNT

ACTIVITY 13

English Standards 1, 3, 7: Locating Resources, Thinking Out of the Box, Skimming, Scanning, Fluency Skills, Application Skills, Making Decision, Problem Solving, Vocabulary Development, Justification of Work, Sharing

There is nothing more motivational for students than a game format. A Newspaper Scavenger Hunt falls into this category. Although students are learning a number of critical skills while taking part in the activity, they still see the activity as challenging and fun. The Scavenger Hunt can be done with newspapers alone or in connection with the Internet, periodicals, and trade books.

NEWSPAPER TARGET DATE

ACTIVITY 14

English Standards 7, 9, 11: Letter Writing, Analyzing, Comparing and Contrasting, Listening, Speaking, Drawing Conclusions, Comprehending, Visualizing, Presenting, Working in a Group, Making Choices, Determining Cause and Effect, Skimming and Scanning

To help students of all ages understand the culture and geography of the different parts of the United States, the Newspaper Target Date activity can be very meaningful. Students write to newspapers across the country requesting a paper from a specified date. Once the students receive their newspaper from the city that they are going to research, they can become involved in a number of exercises. They can examine the newspaper format, the content of the articles and photos, and both the classified and regular ads.

READER'S THEATER

ACTIVITY 15

English Standards 4, 6, 11: Apply Strategies/Chronology, Retelling, Critical Comprehension, Highlighting, Supporting and Elaborating, Listening, Speaking, Questioning, Answering Questions, Scripting, Editing, Revising, Note Taking, Performing, Evaluating Group Processing, Expository to Narrative Writing, Paraphrasing

Fluent readers are competent readers. To gain this competency student's need to start with reading the words they have written and also the words that come from their retelling. When students read their own words they read well. When students retell from a reading, their second oral reading improves greatly. Newspaper Reader Theater scripts combine both reading one's own writing and writing and reading from one's retelling.

SHADOWING AND ROLE PLAYING NEWSPAPER CAREERS

ACTIVITY 16

English Standards 7, 9, 11: Researching, Interviewing, Observing, Summarizing, Patterning, Speaking, Developing a Patterned Product, Questioning, Listening, Note Taking, Role Playing, Assessing

To examine writing and graphics as a career field, students can shadow newspaper personnel. They can shadow reporters, journalists, editors, and graphics people from every aspect of the newspaper. As students shadow they can answer questions preset for the shadowing experience. The goal of the shadowing experience is for the students to better understand the elements that go into writing or producing graphics. It is also to gain a better understanding of a literacy-based career field.

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MULTI-TASK LEARNING

MOCK NEWSPAPER TRIAL

ACTIVITY 17

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Mock newspaper trials combine numerous elements of literacy. From support-based comprehension to detailing, to decision-making, to predicting, mock newspaper trials help students to become more careful readers. As student's acts as a witness, a judge, or the prosecution/defense lawyer, they develop oral presentation skills.

To begin the mock trial process the teacher exposes the student to the court system and basic information needed to run a trial. Then the class is given the task of selecting an article where a person or group is accused of a crime. From here it is up to the class to provide the evidence needed to acquit or convict the alleged criminal. Newspaper trials combine knowledge of literacy with knowledge of the court system.

MOCK NEWSPAPER TV INTERVIEW

ACTIVITY 18

English Standards 2, 9, 11: Asking Questions, Responding to Questions, Taking Notes, Following a Predetermined Format, Speaking Extemporaneously, Playing a Role

Mock TV Interviews, based on newspaper articles, help students develop their own questions. The interview technique also helps students to "think on their feet" and to address questions as directly as possible. Students are comfortable with television interviewing, as these programs are so common. One student will be the interviewer. This student will read an article, gather information from the article and write questions for the interviewee. The other student will be the interviewee and will read the article with the predetermined questions in mind. Once the students have practiced their interview they will present it before the class.

MOCK PRESS CONFERENCE

ACTIVITY 19

English Standards 7, 11, 12: Comprehending and Formulating Questions, Addressing Questions with Support and Elaboration, Point of View, Role Playing, Speaking, Critical Listening, Following a Format, Drawing Conclusions.

For this activity, the teacher and/or students select a "hot item" of the day from the local newspaper and ask questions of the key character(s) linked to the issue. The key character can be a businessperson, a politician, a sport or entertainment figure, a person from the community, a scientist, a criminal, etc. Divide the class into groups (can be done as a whole class). One student is selected to be the key character that will be put on the spot with all the questions. The other students will come up with at least one good question to ask this person. The answers to the questions should be found somewhere in the news article. The questions should reflect the point of view of the character asking the questions. For example, the questions would be asked as if the student were a news reporter, a taxpayer, a fellow politician, a victim, a police officer, a coach, etc.

NEWSPAPER-BASED MULTI-GENRE REPORT

ACTIVITY 20

English Standards 3, 7, 12: Application, Focused Comprehension, Technology, Newspaper Knowledge, Using Models, Research Skills, Creativity, Finding Main Ideas and Related Details, Presentation Skills, Visualization, Analyzation

Instead of gathering information and recording it expository-style, the Multi-genre Research Paper requires that students gather the information, document the information and apply it to a creative project. Students explore all the different types of writing found in the newspaper and use them as possible products. For example in the newspaper you find: hard news articles, feature articles, editorials and editorial cartoons, comics, display and classified ads, graphics, sports stories, weather reports, obituaries, social information, etc. and are all acceptable for use in a Multi-genre Report.

NEWSPAPER E-PAL PROGRAM

ACTIVITY 21

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Students love to pass notes. Students love to e-mail. If you put these two loves together with a newspaper article(s) you have a motivational, yet skill-based student literacy program. In addition to the literacy component, students are also using their technology skills in a positive manner. The E-Pal program can also encourage students to use graphics, insert clippings from articles, scan information, etc. The program can be done through the mail as Pen-Pals if the school does not have a technology program. Either way students love the one-on-one opportunity to interact with a peer in a personal, yet educational way.

NEWSPAPER FOREIGN CORRESPONDENT

ACTIVITY 22

English Standards 4, 9, 11: Role Playing, Chronology, Text Tracking, Use of Multiple Resources, Integration of Material, Point of View, Taking a Critical Stance, Inferential Comprehension, Speaking, Fielding Questions, Resource Location, Note Taking, Comparison and Contrast

When a student or small group acts as a foreign correspondent for a particular country, they collect all the articles that they can on that particular country. They then take extensive notes, analyze the notes, and draw conclusions about what is happening in that particular country. When students feel comfortable sharing the information that they have gathered, they report to the class on their findings. For the reporting segment, the students take on the role of a foreign correspondent just like the ones they see on the nightly news programs.

NEWSPAPER POLITICAL CAMPAIGN MANAGER

ACTIVITY 23

English Standards 2, 3, 11: Comparison and Contrast, Analyzation and Synthesis, Taking a Critical Stance, Characterization, Use of Quotes, Role Playing, Persuasive Writing, Inferencing, Prediction, Verification, Presentation, Use of Multiple Sources

When a student(s) sign on to track the progress of a particular political candidate, they must become an authority on this person, knowing both strengths and weaknesses of the candidate. Students must find extensive information on the candidate's background, his past history on issues, his campaign style, his running platform and what is happening with the opposition and then share this information with the rest of the class.

NEWSPAPER R.A.F.T.ing

ACTIVITY 24

English Standards 9, 11, 12: Critical Thinking, Problem and Solution, Group Processing, Organizational Skills, Focus Questions, Reverting to Text, Finding Main Ideas, Using the Multi-intelligences, Defending a Position

When students determine their own products, based on a set of rubrics, the students are learning to become resourceful, independent learners. One of the most commonly used structures for development of knowledge-based products is the RAFT. In the RAFT, students usually choose their own Role, Audience, Format and Topic. In some cases the teacher may ask that one or more of the elements be designated ahead of time.

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MEANINGFUL CLASSROOM DISCUSSIONS

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ACTIVITY 25

English Standards 1, 9, 11: Critical Thinking, Comprehension, Interpretation, Comparison and Contrast, Listening and Responding, Taking a Critical Stance, Noting Key Aspects of a Literary Piece of Work, Connecting Different Genres, Locating the Proper Materials

To get students to be able to take part in Book Clubs they have to be able to choose books that interest them on their own level. They have to know basic story components, questions to look for answers to in a story and methods of reflection. Since the newspaper is a ready source, many teachers like students to find articles in the newspaper that are allied in some way with the book that they are reading. This newspaper linkage helps bring the reader a greater scope of comprehension. This newspaper connection helps the student to make an effective oral contribution to the Book Club discussion.

HOLDING A QUAKER MEETING BASED ON A NEWSPAPER ARTICLE (S)

ACTIVITY 26

English Standards 2, 6, 12: Listening, Comprehending, Formulating Questions and Detailed Answers, Using Open-Ended Discussion Patterns, Using Anecdotes and Examples, Speaking with Authority, "Piggy Backing", Note Taking

Quaker Meetings are characterized by spontaneous, open-ended discussions. There is no format to the discussion. Listeners can at any time blurt out information or reflections. It is best if a listener "piggy backs" on the responses of others, but this is optional. However, no one at a Quaker Meeting is disrespectful or attempts to talk over another person's voice. The teacher and/or the students choose the article(s) to read and discuss Quaker Meeting style.

NEWSPAPER LITERACY CIRCLES

ACTIVITY 27

English Standards 4, 6, 11: Comprehending, Highlighting, Retelling, Summarizing, Focusing on a Particular Role, Illustrating, Role Playing, Predicting, Connecting, Text Tracking, Regrouping, Journaling, Questioning, Discussion Leading, Listening, Taking a Stance, Taking Part in a Discussion with Open-Ended Questions.

When using Literacy Circles with a newspaper article(s), students can elect to take on any of the following roles: summarizer, discussion leader, open ended questioner, connector, predictor, vocabulary person, quote person, historian, time or geography tracker, illustrator, etc. Of course, these roles would rotate with different articles. These roles would also have to be carefully modeled so that each student would feel comfortable in whichever role he/she was to play. The value of using Literacy Circles is that students will be better able to take part in open-ended discussions in the future when this strong structure is no longer there. Literacy Circles also help students to write a better-developed essay on an open-ended question.

NEWSPAPER POST-IT COLLECTION

ACTIVITY 28

English Standards 1, 2, 3: Developing Key Open-Ended Questions, Reading for Support and Elaboration, Evaluating Various Points of View, Inferencing, Turning Notes into Essay Answers, Collecting and Organizing Information, Speaking from Post-it Notes.

As with all other critical thinking strategies, post-it note taking requires modeling and a beginning structure. Students need to know when to use a post-it, where to put the post-it, what to write on the post-it, and how to share the post-it comments with other students. The post-it strategy is one that students can use throughout their adult lives, both at home and at work.

NEWSPAPER READING TRIADS

ACTIVITY 29

English Standards 3, 6, 11: Applying Strategies/Cooperative Learning, Reader Response, Monitoring and Assessment, Retelling, Verification, Fluency, Oral Reading, Praising with Substantiation, Guided Reading, Role Playing

In Newspaper Reading Triads the three roles are the Oral Reader, the Commenter, and the Reteller. After the Oral Reading part of the whole newspaper article, the Commenter will make observations about the reading or ask questions. Then the Reteller will orally retell the high points of what the Oral Reader has just read. Students may want to take notes on what the Oral Reader and Commenter has said to help them with the retelling. With this procedure students are developing beginning fluency, questioning, and retelling skills.

NEWSPAPER RECIPROCAL READING

ACTIVITY 30

English Standards 1, 3, 7: Summarizing, Predicting, Analyzing, Finding Textual Clues, Questioning, Clarifying, Listening, Generalizing, Drawing Conclusions, Note Taking, Verifying, Role Playing, Discussion Leading, Retelling, Monitoring

In Reciprocal Newspaper Reading students can take on the role of summarizer, the asker of questions, the clarification person, and the predictor. Students do not have to read the entire article before they stop and address these four roles. In fact, with a more difficult article, it works well to stop after five or six paragraphs. Stopping to summarize, question, clarify and predict, as one reads, are the skills that a good reader uses automatically without even thinking about the process. The purpose of using Reciprocal Reading is to get students into this habit of being an active reader who is continually asking questions and making mental notes as he/she reads.

NEWSPAPER THINK ALOUD

ACTIVITY 31

English Standards 6, 11, 12: Reflection, Prediction, Vocabulary Development, Fluency, Questioning, Verbalization, Reading for Confirmation or Rejection, Visual Imagery, Using Textual Clues, Rereading, and Linking to Note Taking.

To become actively involved in a Newspaper Think Aloud, students must see the technique modeled on a number of occasions. A student is very vulnerable when thinking aloud and there must be an element of trust from both the teacher and the class when the process is taking place. No one can make fun of or disagree with what is going through a student's mind as he/she struggles with bringing meaning to the article. This activity helps students realize that a reader must be actively engaged in reading to get maximum comprehension from the article.

SOCRATIC SEMINAR AND THE NEWSPAPER

ACTIVITY 32

English Standards 2, 3, 6: Posing Open Ended Questions, Supporting and Elaborating on Responses, Listening Critically, Taking an Active Part in a Discussion, Having an Open Mind, Drawing Conclusions, Making Connections, Taking a Critical Stance with Evidence, Interpretation of Material

With this format there are only a few key questions that need to be addressed and there is no one answer to any of the questions. Students learn to bring prior knowledge, careful reading, and reader response to a Socratic Seminar.

The Socratic Seminar works particularly well with newspaper articles, as there are so many points of view that can be found in an article. The format also works well because it trains students to read for specifics, while at the same time taking a critical stance. A Socratic Seminar format promotes open-ended discussion, reverting to the text for details, and being able to support and elaborate with specific information.

Introduction

Introduction to Thoughtful Literacy

Thoughtful Literacy goes beyond Balanced Literacy. In Balanced Literacy students learn equal parts of phonics, comprehension skills, speaking and listening skills, visualization and use of technology. With Thoughtful Literacy students learn to integrate what they have learned in Balanced Literacy and develop independent application products. Instead of mastering one skill at a time in isolation, Thoughtful Literacy encourages students to utilize numerous skills in tandem and write and talk about the processes that they are using in their performance pieces.

In the last few years teachers have been looking to the CELA (Center for English Learning and Achievement/University of Albany, NY) research of Dr. Peter Johnson and Dr. Richard Allington to better understand what they can do to be more effective facilitators of the language arts. Through the extensive research of these two men, teachers have found that students need to do much more than select and recall facts to be successful. They have found that students must be actively engaged in the reading at all times with how's, why's, questions, predictions, and wonderings constantly taking place. In Thoughtful Literacy getting one right answer is not as important as going through the process and understanding how this process can be applied again and again in life.

The CELA research of Johnson and Allington has uncovered four key characteristics of effective classroom practices that enhance Thoughtful Literacy. These four important areas are:

Managed Choice,
Multi-Source Curriculum,
Multi-Task Learning, and
Meaningful Classroom Discussion.

These four critical areas of effective instruction will be covered in this application guide through a series of multi-task activities that include the newspaper and numerous other resources. These application activities can be directed at students at any level with proper structure and modification. These activities can turn a stale learning environment into an invigorating one with great potential. For all of these activities teachers will need only this guide, a newspaper, and the desire to turn a classroom into a haven for Thoughtful Literacy.

Managed Choice: Managed Choice is a key characteristic of Thoughtful Literacy. With this characteristic students are empowered to have supervised control over what and how they will learn. Research has shown that this empowerment helps to motivate students, makes them more independent and responsible and more creative in their endeavors. A student who is always given only one choice and told exactly what to do will have difficulty taking on leadership roles.

In an effective classroom the students are working independently and in small groups on a variety of different projects on various levels. Once the teacher has provided the mini lessons and the guided application the students are able to work successfully on their own. Students will know what to do because the parameters for their work, along with rubrics, have been established. This combination of parameters and rubrics builds structure with creativity.

In the real world a goal is usually set and the person in charge must determine how that goal will be met. Managed choice is helping students to replicate this adult activity. The newspaper is assisting by being one of the models or resources that a student can use to develop his/her competency-based application project. With managed choice students are free to wonder, hypothesize, plan, reason and experiment. And through examination of this educational process teachers can assess student work and determine where future instruction needs to take place

Multi-source curriculum: As the spotlight shines less brightly on the textbook each year, new resources come into prominence. These newly respected resources are newspapers and other periodicals, the media, the Internet, trade books and first person sources. These "beyond the textbook materials" make it possible for the teacher to update and upgrade curriculum materials as well as adjust the level of teaching for differentiated learning.

With the new standardized test materials today dotting on multiple resources, teachers are amiss when they expose students only to textbooks. Through using the newspaper and other resources regularly in the classroom, students are better prepared to meet the standards set for the mastery tests.

Textbooks made it easy for a teacher to plan a chapter-by-chapter lesson, but this type of lesson planning is no longer acceptable. Today teachers must plan their lessons based on particular curriculum standards as well as student work. There is no way that a teacher can meet the standards and various levels of student need with a textbook alone. With a newspaper as an additional resource, teachers can modify lessons, individualize them, and motivate students to produce real life products.

Introduction cont'd

Multi-task Learning: Workbooks teach students how to work on one isolated skill at a time in a non-realistic setting. Graphic organizers go one step further and help students to see how content and process can become integrated. The problem with graphic organizers is that they do not go far enough. When has anyone been asked to complete a graphic organizer in the outside world? Students need to put that graphic organizer to use. They need to take that information in the graphic organizer to a written, graphic, or spoken stance.

Today success is based on multi-tasking and the ability to look at products from many venues and with multi-resources. There is no longer only one way to do something. The best way to complete a project is based on the needs of the individual, the goals that are set, the available resources and the outcomes that are needed. By combining these variables on a regular basis, Thoughtful Literacy will become a staple of the learning environment.

In this guide each activity sheet entails six or more different skills that need to be integrated to successfully complete the project. These skills can be used in different combinations and in different ways. We are interested in using these multi-task resources to build critical thinking skills in a meaningful way. If this multitude of skills are to last a lifetime they must be applied to real life situations such as newspaper reading. In fact, the model for the development of many of these skills can be found in the newspaper. The mini-lesson to teach many of these skills can also be found in the well structured, well written articles of the newspaper.

Meaningful Classroom Discussions: The day of read the chapter and answer the questions at the end is over. There is no processing of ideas or information with this procedure. With this process there is merely finding and retelling of information. Teachers today are no longer in charge of the discussion once the modeling has been complete. Students are becoming their own discussion leaders.

When students become the discussion leaders they are developing their comprehension and higher-level critical thinking skills. Students can no longer just sit passively in a group but must be active learners who can take a critical stance. Research has found that reciprocal reading, Socratic seminars, literacy circles, Quaker meetings, and book clubs help students to develop prereading, during reading, and after reading skills. These types of discussion methods simulate what an adult would do in a book club with peers. These discussion methods also help students to internalize responses that they will need to be more critical readers.

No matter what type of open-ended discussion group takes place in a classroom, a newspaper is an integral part. There is always the need to find connections in the reading to the world, to self, and to other texts. All three of these connections can be found in the newspaper on any given day. When taking part in a discussion, students need to bring every possible resource to the forefront. Confirmation, rejection, support and elaboration are all key elements in a meaningful discussion.

Dr. Johnson and Dr. Allington believe that through Thoughtful Literacy students will be prepared to participate in the kind of thinking, evaluating, and discussing that is demanded of citizens in a healthy democracy. They want students to develop a deeper understanding of each other and fuel democracy through social imagination.

With the new emphasis on multi-tasking and choice, teachers may feel that teaching is becoming more difficult. This is certainly not the case because the teaching load is now shared with the student. In fact, Thoughtful Literacy brings a new reality to literacy. The reality being that students must be allowed to teach, to understand their own learning styles, and have a choice when it comes to assignments and how they are produced. Thoughtful Literacy empowers both students and teachers. Teachers are able to take a "front seat" in the mini-lesson and then move to the "back" as a facilitator as the student progresses. The student is also empowered to make use of his learning in a meaningful way and talk about his/her results. In the real world students must be knowledgeable, self-directed, and know his/her resources. The goal of Thoughtful Literacy is to prepare students for these real world experiences. Johnson and Allington did not say this task would be easy. They said that it would be necessary and that it could be rewarding.

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Mission Statement of the Newspaper in Education Institute

The Newspaper in Education Institute develops partnerships between NIE programs and non-profit, public sector and corporate organizations to implement educational initiatives supporting use of the newspaper in the classroom to teach state and/or national standards. NIEI partners develop projects that inspire students to achieve academic excellence and build good character, and support the efforts of educators to improve literacy/reading skills and increase standardized test scores.

Written by Dr. Darla Shaw.

Managed Choice

English Standard: Applying Strategies

Writing to a Variety Of Formats, Literary Devices, Comparison and Contrast, Word Usage, Revision and Editing, Using a Writing Model, Using the 5 W's and an H, Narrative, Expository and Persuasive Writing, Linking Writing to a Visualization

The day of the grammar and writing textbook alone is no longer with us. Teachers and students are looking at authors, editorialists, reporters, journalists, poets, and cartoonists for their models of good writing. From these models of good writing, students learn about the important characteristics of a written piece. They also learn literary techniques that they can use in their own writing.

By encouraging students to follow the work of a particular writer (sports writer, cartoonist, editorial writer, feature writer, advice writer, hard news reporter, humor columnist) students can begin to see important patterns in writing style. Then by cutting, pasting the articles in a journal and making annotations regarding the writing style, students can learn to recognize important literary techniques and adapt them for their own writing. So often students are told to keep a writer's notebook but don't know what to put in that notebook. A collection of articles from a particular writer with annotations regarding the techniques being used, would be an important facet of any writer's notebook.

Directions for Keeping a Reporter's Craft Journal

1. In order to have students analyze different writing styles, it is important to expose them to a variety of writing formats. The newspaper has numerous formats that can be used: the hard news, the feature, the sport's story, the social scene story, the book review, the obits, the cartoons, the ad, the travel writing, the business writing, etc.
2. Information on these various types of formats should be kept in the student's writer's notebook for use when developing their own writing.
3. Once students have become familiar with various formats, they can choose a particular style or writer on which to focus. They can examine this writer's style for the following: Play on words in the headline, strong beginnings, descriptive language, getting into the head of various people in the story, use of quotes, flow, fluency and organization of the writing, use of comparison, analogies, statistics, examples, word choice, types of endings, sources of information, the show and not tell element, looking at both sides of the issue, etc.
4. Once the students have made annotations on several of the techniques listed above, the students can set goals for their next writing piece.
5. Based on what students have learned from newspaper writing formats and one particular writer and his/her style, students set several writing goals such as: "In my next writing I am going to use at least one analogy, not use the same important word more than twice in any paragraph, have at least one quote from each person discussed in the story and use a statistic, example, or other dramatic device to start the writing."
6. Once the students have complete their next writing based on their newspaper set of goals, they will share their work in small groups. When sharing they will first talk about the newspaper writer they chose and what literary devices were used. In the end students will discuss their own work including how they used literary devises to improve as a writer.

CRAFT OF NEWSPAPER JOURNALISM

EXAMPLES OF:	TITLE OF ARTICLE/JOURNALIST
	/
Play on words in the headline	
Strong beginning	
Descriptive language	
Getting into the heads of people in the article	
Use of quotes	
Showing, not telling	
Flow, fluency, organization	
Use of comparisons, analogies, anecdotes, examples	
Word choice	
Meaningful ending	
Looking at various sides of an issue	
Sources used in the article	

Managed Choice

English Standard: Applying Strategies

Comprehending on the Literal, Inferential, and Evaluative Levels, Product Application, Presentation, Brochure Making, Visualization, Assessment, Main Ideas and Relevant details, Producing Infographics, Display Boards, and Centers

Newspaper articles are packed with information that lends itself to a lively living museum. Instead of students just reporting on the articles that they have read in the usual presentation mode, students in a living museum actually construct exhibits that can be shared with fellow classmates, other classrooms, other schools and parents. Each exhibit tells the story of the newspaper article(s) in any way that the student wishes. Technology usually helps to enhance most exhibits through graphics, related articles, lettering, and scanned materials.

The newspaper-related living museums may be based on a particular topic like ecology, geography, politics, sports, health, terrorism, or any topic that is continually covered in current events. With this format all the exhibits are linked to a common theme. An alternative to this plan is to have each exhibit represent a different series of articles with no necessary connection. In either case, when students from another class visit the living museum they should be able to take part in an interactive situation at each museum site that they visit. This exhibit is a team's way of demonstrating competency while bringing awareness of the topic to others.

Directions for Developing a Newspaper-Based Living Museum

1. Before the students begin to read and annotate their newspaper articles, the teacher needs to give a mini-lesson on living museums. Students need to see: how information goes from paper, to mind, to discussion, to exhibit, the various types of exhibits that can be constructed by students, how students tell their story both orally and in print at the exhibit, how to develop an interactive product for the visiting students. Visiting students need not only stop at each station, they need to take part in an interactive activity that will eventually become part of a preliminary study guide.
2. Students need to realize that a living museum exhibits help them to comprehend important material while helping other students gain a new prospective on the material. Students love to learn from other students by visiting their exhibits and taking part in at least one associated activity at each site.
3. For actual exhibit development, students are divided in groups so that they can share both relevant information on the topic and ideas for making this information come alive. Some of the ways that the students make their exhibits more graphically pleasing and more understandable would be through: an interactive timeline for a particular topic or event, a game-type lesson that students can participate in while at the exhibit, a demonstration or role-playing situation involving visitors, a manipulation of materials, cards or photos to help reinforce information, a Powerpoint presentation, video or slide show, a musical or artistic presentation relevant to the topic, posters, dioramas, maps with pin heads, or actual objects to manipulate, and through collages, shadow programs, reader's theater, or poetry readings.
4. There is no one format or manner in which a living museum is developed and/or made to function. Its purpose is to help students master material in a stimulating, hands-on manner and then share their expertise with others. Through this interactive project developed by the students, the visitors will learn almost as much about the topic from the exhibits as the developers.
5. The newspaper is an excellent springboard of material for this museum activity. There are literally hundreds of curriculum-related topics that can be found in the newspaper and readily applied to a living museum.

POSSIBLE EXHIBIT PRODUCTS FOR LIVING MUSEUMS

SUGGESTIONS	POSSIBILITIES
Interactive timeline	
Game-type lesson	
Demonstration/ role-playing	
Manipulation of photos, objects, cards	
Powerpoint, videos, slides	
Word searches & puzzles	
Collages, posters, murals	
Map quests, dioramas, quilts	
Musical & movement performances	
Reader's Theatre, poetry readings, monologues	

Managed Choice

English Standard: Applying Strategies

Use of Technology, Summarization, Main Ideas and Details, Visualization, Organization, Graphic Design, Categorization, Sense of Audience, Sense of Purpose

In the past newspapers were mostly text with few pictures and graphics. Today the amount of graphics and pictures has greatly increased. In some cases entire articles or stories are covered with almost a 50-50 percentage of words to graphics. Because of the continuous increase in graphics, language arts now includes visual literacy.

Today students are still required to do the usual essays. However, they are also required to put their research to work through producing infographics. The model for these infographics can be found in the newspaper. Start collecting these newspaper infographics so that students can see how technology, literacy, graphics, and the newspaper are all a vital part of integrated language arts.

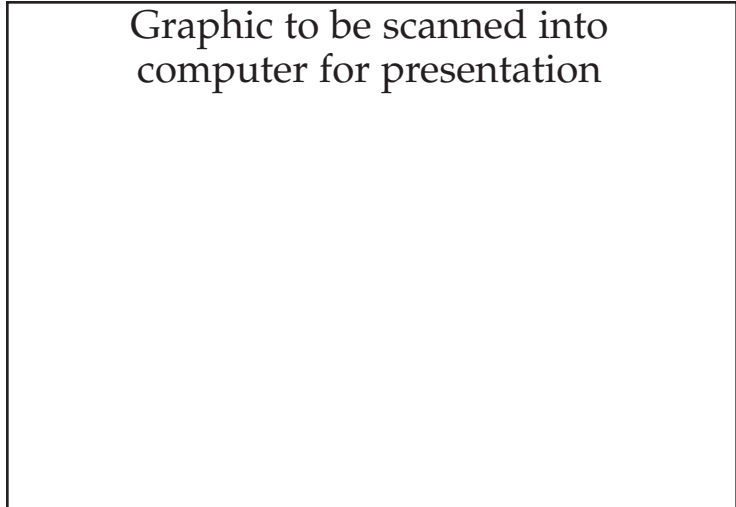
Directions for Producing a Newspaper Infographic

1. Students choose a topic to research. For the research they use the Internet, trade books, first person sources, newspapers and other periodicals, etc.
2. When collecting the research, students should have subtopical categories for organization of the material. These subtopics may change as the research progresses.
3. After the students have collected the necessary information for their subtopics, they examine newspaper infographics. Students need to see how much of the information can be shown graphically rather than all in paragraph form.
4. Students should go into various web sites to see if they can “lift” pictures, graphs, symbols, etc. If they are not able to “lift” they can scan from other sources or develop their own original graphics.
5. Once students have a sense of available pictures and graphics, they can begin laying out the format for their infographic. In most cases an infographic is 1 to 4 pages in length as opposed to a lengthy research paper. Infographics focus on quality not quantity. Their goal is to tell a strong story in as little space as possible. Infographics are the information source of the future. This is the reason why students need to be able to produce this research format while still in school.
6. Once the lay out for the infographic has been established, the student will supplement graphics with the verbal portion of the text. This text should be to the point and help substantiate the visuals. When a student finishes reading an infographic the visuals should remain vivid while the supporting information from the text should be used for enhancement.
7. After the infographic has been completed via the computer, copies should be made for all classmates and an oral report should accompany the infographic. Information from the infographic should not be read to the class. Highlights from the infographic should be TOLD to the class in a presentation format.
8. A bulletin board with good newspaper infographics can help students develop their own infographic models. Developing good infographics is a long-term skill. As students become better at research, technology, and writing, their infographics will continue to improve.

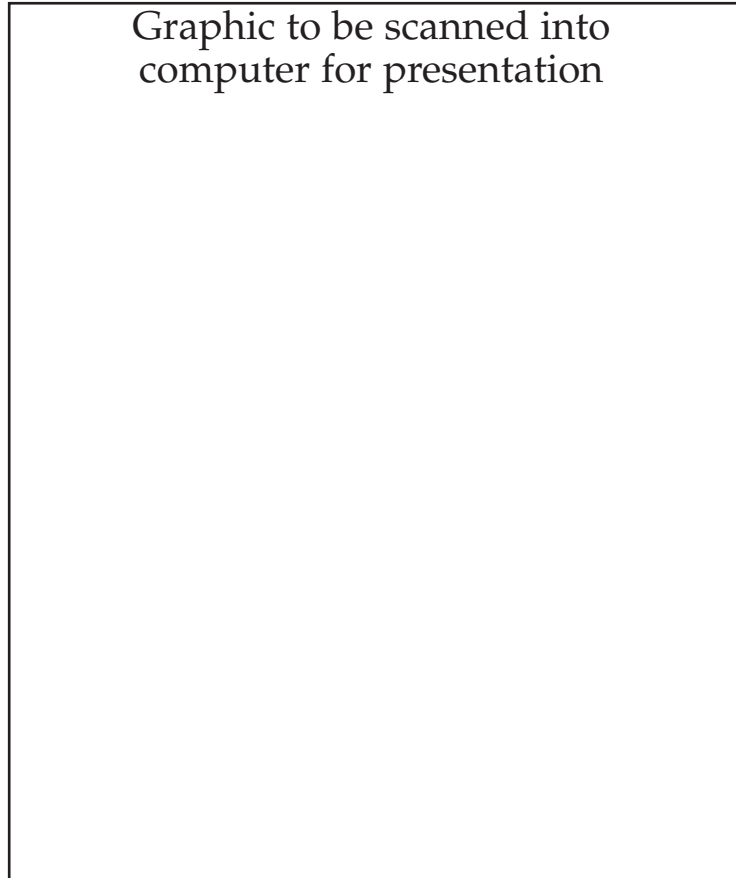
NEWSPAPER INFOGRAPHIC

Text to be typed into the computer

Graphic to be scanned into
computer for presentation



Graphic to be scanned into
computer for presentation



Text to be typed into the computer

Managed Choice

English Standard: Applying Strategies

Selecting Proper Sources, Noting Key Information, Summarization, Reflection, Connecting, Taking a Critical Stance, Tracking

Students today are using journals instead of workbooks. Workbooks are looking for one correct answer and in comprehension there may not be only one correct answer. In teaching comprehension teachers are also looking for insights, reflections, connections and higher-level thinking. When teachers link reading the newspaper with journaling they are giving students an opportunity to practice a life long skill. This life long reading skill is also linking prior knowledge and present information on a topic to a personal opinion.

For newspaper journaling students need to choose a topic that will be found fairly regularly in the newspaper: humanitarian issues, the weather, politics, sports, the environment, finances, etc. Once the students are given ownership of their topic they are to search the newspaper each day for related articles that can become part of the topical journal. In addition to cutting and pasting the articles in the journal, students must summarize the article and reflect on its contents.

Directions for Newspaper Journaling

1. Students select a topic of interest and daily search the newspaper for related articles that can be cut and pasted in their journal. An alternative approach is selecting a newspaper article of the day that does not have to be part of the ongoing topical search.
2. After students have selected a particular article to add to their journal they are to carefully read the article making proper annotations. These annotations might be boxing main ideas, underlining related details, circling important vocabulary words, etc.
3. From the annotations regarding the article, the students should summarize the article in the journal in one or two paragraphs. The students can be shown how to use the 5 W's and an H for summarization purposes.
4. After the students have summarized the newspaper article and included all the important information, it is time to add a reflection piece. This reflection piece should explain how the student feels about the topic on hand, now that new information has been added. The reflection piece is an opinion piece but should include factual information as well as opinions.
5. The topical and/or individual news article journal should include a dated entry for each day, every other day, or once a week. Along with this dated entry would be a copy of the actual article, the summary of the article, and the reflection on the article.
6. The journal might also include a special section where new information from each updated article is listed, along with information from other sources.
7. At certain times during the week students should be invited to share the information from their journal, as they are the "experts" in the class on this topic. There should also be a list of topics posted in the room so that other students could bring in additional material for students with a specific topic.
8. When the student has completed a newspaper study on a particular topic, the student should write a final reflection piece about the benefits of keeping a journal and how he/she would modify the experience in the future.

NEWSPAPER JOURNALING

TITLE OF ARTICLE				DATE	
INFORMATION FROM GRAPHICS:					
SUMMARY	WHEN	WHERE	WHO/WHAT	HOW	WHY

SUMMARY

REFLECTION

1. What new information did I learn?
2. Where do I think this information will go in the future?
3. How do I feel about what is taking place?
4. What more do I need to know about this information?

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English Standard: Applying Strategies

Vocabulary Development, Use of Context Clues, Knowledge of Word Parts, Practical Application, Word Layering, Journaling, Reflection, Angling a Word

If students learned and properly utilized one new word each day they would have a greatly increased vocabulary. This daily attention to vocabulary usage is habit forming. It makes students aware of all the new, exciting words found all around them. It peaks student interest in words.

Newspaper headlines are a major source of currently used words. And since these words are in big, bold, black print they easily catch the eye of students. With the high visual motivation of the headlines, mixed with cut and paste, students can start their own daily word ladder journal. These journals focus on the headline word used in context and the word put to practical use. Just recording a word and finding a definition does not lead to long-term memory. Newspaper laddering in a journal looks at the new word from many angles and helps develop retention of the word meaning.

Directions for Keeping Newspaper Word Ladder

1. Each day students will choose a word that they do not know from a newspaper headline. They will cut out the entire headline and paste it on the first page of their Headline Journal. Students will highlight the word that they are trying to master.
2. After the students have identified their headline word they will try to determine the meaning of the word in the following ways and record their possible meanings on the second journal page by trying to: Find the meaning from context, find the meaning from looking at the word parts, find the meaning from their knowledge of foreign languages.
3. On the third page of the journal the students will record the meanings of the word found in the dictionary. They will also record such other types of information as: What other forms of the word are there? What are the synonyms for the word? What might some antonyms be for the word? What type of people might use the word? How might the word be used in a sentence?
4. On the fourth page of the journal the student would think of an anecdote, event or story to help him/her to connect the word to real life. This connection does not have to make any sense. The connection must only bring the proper definition to mind.
5. On the fifth page of the journal the student would draw in some way a connection to the word. The drawing may be in pen, pencil, crayon, a computer graphic, or a cut and paste from the newspaper.
6. After the fifth page, most students will feel very comfortable with the word and be ready to share their word with the class. When they share with the class, they comment on the newspaper headline first. Then they go through the following process:

As I looked at the word in the headline I predicted what the meaning would be, then when I went to the dictionary I found that _____ means _____

I know that my word has other meanings such as _____

I know that my word takes the following forms _____

Synonyms for my word are _____

Antonyms for my word are _____

People who might use my word are _____

My new sentence for my word is _____

My connection to this word is _____

Finally my picture of this word shows _____

7. Every student cannot share everyday. Each day certain students will be chosen. After a student is chosen to share his/her new word, this word is put on the word wall and students must correctly use that word sometime during the week in their writing or speaking.

LADDERING A NEW VOCABULARY WORD

Possible meaning using the headline or graphic for context	
Main meaning from the dictionary	
Additional meanings for the word	
Additional forms of the word	
Antonym for the word	
Visualization of the word	
People who make use of the word	
My connections to the word	
Contextual sentence using the word	
How I can now use this word	

Managed Choice

English Standard: Applying Strategies

Categorization, Making Generalizations, Labeling, Comparing and Contrasting, Looking for Details, Sorting, Product Application

When students were previously taught to categorize, the headings were usually given to the student. Today students are given the newspaper, with or without specific topics, and told to sort according to student need. Students are also told to label the newspaper categories as broadly or as specifically as need be for their research.

In this activity students locate their own series of newspaper articles that have common elements or themes. They read these articles and look for discrete information that can be linked to each of the other news articles. Students need to be reassured that there is no one way to complete this activity. However, students need to understand that they must be able to justify their unique method of sorting.

Directions for Taking Part in Open Sorts Newspaper Categorization

1. Show the students how to sort without giving them specific categories ahead of time. Have them take an item from their purse or backpack, lay it on the desk and see if the class can categorize the items in a number of different ways.
2. Now have the students, in groups, or individually, look through the newspaper for at least three articles that can be grouped by theme, location, personality or other common element.

To help with the grouping process, have students cut out each article and highlight or underline the common information in that particular article. The four articles can then be clipped or stapled to the back of the graphic organizer for further documentation.

3. Next have students write a common title for all three/four articles on the top of the graphic organizer page. Then have students list the title of each article and place bullets of key information about each article under the title. These bullets could include commonalities, such as similar problems, comparable solutions, the involvement of like groups, etc.
4. After specific information has been detailed for each newspaper reading, students should be shown how to develop a generalization based on the three or more news articles.
5. Finally the detailed information from the generalization section of the sheet should be utilized in one of the following: an oral presentation, a reflective journal entry, a part of on going research, an open-ended discussion, or any literacy based project.

OPEN NEWSPAPER ARTICLE SORTING

Common Elements	Topics	Location	People	Problems	Solution	Future Vision
<p>Article 1 Name:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>						
<p>Article 2 Name:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>						
<p>Article 3 Name:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>						
<p>Common message coming from three articles</p>						

READING A NEWSPAPER PHOTO OR GRAPHIC ACTIVITY 7

Managed Choice

English Standard: Applying Strategies

Visualization, Inferencing, Predicting, Story Mapping, Verifying, Projecting, Linking, Comparing and Contrasting, Characterizing, Presenting, Questioning, Detailing, Finding Main Ideas

Gathering information from the newspaper photos and/or graphics can be just as important as reading the words below the photo. There are so many visual clues in the photo or graphic that may not be covered through words. These photos and graphics include unstated clues that can mean a great deal to the interpretation of the story. We have always heard that “a picture is worth a thousand words,” but tend to skip the photo and graphs and continue to focus on the words.

Today’s students are being brought up in a visual society. They tend to get their information from the Internet, the movies, picture-oriented magazines, and television. The visualization that students receive from the media helps them with long-term memory. However, this visualization also needs to help students with their prereading knowledge prior to a careful reading of the material. This visualized prereading is particularly important for students with special needs and ESL students. Special needs and ESL students rely heavily on what they see pictorially and graphically to help them over their reading hurdles.

Directions for Helping Students Literally Read Newspaper Photos and Graphics

1. Students need to understand that the photos and graphics are in newspapers and books not only to gain our attention, but to help us with story clues. Students also need to realize that before attempting to read words, they should do a detailed picture walk and actually write down clues that they are discovering about the story.
2. From the actual reading and noting information from a picture, students should be taught to formulate focus questions and make predications from the graphics. These focus questions and predictions will help students become more active in their reading of the article.
3. When students examine a news photo or graphic prior to reading the article they should look for some of the following elements: The setting; both time and place, the time of day, of year, the season, etc. The age and clothing of the people in the photos, the numbers of people in the photos, their actions, and groupings, the facial expressions of the people and what seems to be going on in their minds, the type of objects in the photos and their seeming importance, background information regarding ethnicity, financial level, life style, etc. The interaction of people to people, people to location, people to objects, etc. The use of symbols; placards for protests, flag for freedom, chains for bondage, water for reflections, doves for peace, handshakes for friendships, etc.
4. In order to properly read a photo or graphic, it is necessary for students to see a model of reading photos, taking notes on the photos and recording this information on a flip chart.
5. Once the entire class has recorded clues based on the photo/graphic reading, final questions and predictions can to be made. The predictions and questions based on the newspaper photo/graphic can now be utilized to help students actively read the related newspaper article.
6. Once all the students have read the article and tried to answer the questions to see if the predictions were correct, they can turn to their original picture clue list and validate or correct their original responses. Students should not feel badly if they made a prediction or put down a clue that was incorrect. This incorrect clue was only part of the prereading process to help them with processing meaning as they complete the actual reading.
7. Teachers today are wonderful about doing picture walks with preschoolers and students in kindergarten and first grade. These pictures walks need to continue through grade 12. However, maybe instead of being called a picture walk, teachers should refer to the process as a photo/graphics reading.

COMPREHENDING NEWS PHOTOS/GRAPHICS....Finding Clues About

The setting; place	
Time of day and year	
Clothing & belongings of the characters	
Actions of the characters	
Facial expression of the characters	
Age, ethnicity of the characters	
Type of objects in the photo & their role	
Background objects or location	
Interaction of characters & objects	
Main idea statement	

Managed Choice

English Standard: Applying Strategies

Taking a Critical Stance, Interpretation of Graphics, Knowledge of Symbols, Inference, Persuasion, Background Knowledge, Summarizing Graphically, Seeing Patterns, Reflecting, Researching

One of the most difficult literacy skills for students to master is taking a critical stance and then supporting the stance effectively. Students would rather give rote answers than develop a theory and research the information to support their hypothesis. Using editorials and editorial cartoons on a regular basis can help students build their critical stance skills. Through analysis of these editorials, students can see the literary techniques used in the persuasive form of writing or drawing.

Once students have had repeated mini-lessons in the format of editorials and editorial cartoons they should be allowed to create their own letter to the editor or editorial cartoon. The other students should evaluate these products by noting the number and quality of effective, researched statements supporting the critical stance. Exemplary letters and cartoons should be submitted to the local newspaper.

Directions for Helping Student Take a Critical Stance Editorially

1. Students need to first understand persuasive writing and the techniques used by writers to bring readers to their way of thinking.
2. After students understand the persuasive writing formats they need to be exposed to editorials and how editorial writers make use of various literary techniques. To reinforce the literacy techniques, students need to make annotations on editorials of such things as: powerful words that help change opinion, strong examples to support position, statistics that can bring greater meaning to the critical stance, prominent resources used, name dropping in regard to the topic, and anecdotal experiences.
3. When students feel comfortable with editorials they can turn to the editorial cartoon and see if they can find a message in the graphics. In order to begin the interpretation process, students must be able to identify the following: the landscape or geography of the piece, the time period in which the statement is being made, the distorted characters and who or what they represent, any dialogue coming from the characters and the meaning behind this dialogue or blurb, use and attention to a variety of objects, and the use of symbols and icons in the graphics. Symbols may be the most difficult part of any graphic to interpret.
4. Since understanding and giving a message to an editorial cartoon is such a difficult process, it should first be done as a group activity. Everyone in class should be encouraged to give an oral interpretation of any of the areas mentioned above. Then when everyone, including the teacher, has contributed to the interpretation, allow the students to come to their own final conclusions.
5. The final component of this activity is for the student to develop an editorial or an editorial cartoon based on a topic covered in class. A rubric using the characteristics given above should prove helpful in developing an editorial or an editorial cartoon.
6. Any editorial or editorial cartoon should be shared with the class for large group reaction to the piece. Students must be made aware of the difficulties of presenting such a personal statement in front of the class. Students can only present in a trusting environment.

TAKING A CRITICAL STANCE EDITORIALY

	EDITORIAL/LETTER TO THE EDITOR
Powerful words	
Strong examples	
Statistics	
Name dropping	
Use of resources	
Anecdotes	
Quotes	
	EDITORIAL CARTOON
Landscape/ geography	
Time period	
Use of objects	
Use of symbols	
Distortions	
Dialogue	
Meaning of cartoon	

BUILDING SENSORY IMAGERY THROUGH NEWS ARTICLES

ACTIVITY 9

Multi-Source Curriculum

English Standard: Applying Strategies

Apply Strategies/Perceiving, Inferencing, Linking, Recalling, Sharing, Listening, Feeling, Writing, Retelling, Applying, Enhancing, Memorizing, Reflecting, Waxing Poetic

Newspaper journalists constantly build sensory images into their writings to make newspaper articles come alive. They use analogies, comparisons and the five senses to stimulate interest and imagery. Students need to use these sensory-based articles to build their own reading and writing skills. Models of writing from an authentic source turn a writing lesson into a writer's workshop.

On the beginning level, students can go through articles and underline passages where they find sensory images. Then as the students progress they can find instances where there are inferences to these images. Finally students can add their own sensory images to a story in the newspaper or develop stories of their own based on sensory images. No matter which level a student is on they need to realize the importance of including sight, sound, taste, smell and touch in a scenario.

Directions for Building Sensory Imagery Through News Articles

1. Help students locate article(s) where there are indications of sensory imagery. Have them close their eyes as you read these passages and see if they can get a feel for the sensations being noted. Have them share their sensory experiences with the group. Discuss the value of these particular images.
2. Now have students go through another article and underline the sensory passages: visual, auditory, tactile, tasteful or aromatic. Then have students read the article without the sensory image and see the difference.
3. In some cases students like to make a cut out of an eye, a nose, an ear, a tongue and a finger and put them on Popsicle sticks. Then when students hear that particular sensory image being read out loud, they hold up the proper stick. These same cutout sticks can be used for a student's own writing. Students can put the sticks on the desk and decide on which two or three sensory images to use in their own writing.
4. Once students are aware of sensory images in the writing they can look for areas where sensory images are inferred but not directly stated. They can read these passages to the class and explain the reason for giving the sensory inference.
5. Finally students can take newspaper articles and add sensory images at points where they might enhance the writing. They might also take paragraphs from several newspaper articles, combine them in an interesting fashion, add sensory images and create their own story.
6. In classes today we do not do round robin reading. Instead students read out loud with practice and a particular purpose in mind. In this case the purpose would be to seek sensory images actually in the writing, inferred in the writing, or added to the writing
7. The sensory-based newspaper article can also be preceded by a quickwrite. For this activity the students would know only the topic of the article. They would then be asked to write down the five senses and possible sensory images that come to mind. For example: For Thanksgiving they might do the following:
Visual: lots of family members sitting around a table passing big platters of food.
Auditory: lots of talk, laughter, dogs barking, the phone ringing, the football game on the TV
Aromatic: the aroma of turkey, gravy, apple pie, popcorn, perfume, aftershave, wine
Tactile: the clinking of wine glasses, the cutting of meat, the holding hands in a prayer, the feeding the dog under the table
Tasteful: the actual taste of the buttered peas, the chunky cranberry sauce, the hot rolls and butter, the crunchy pecan pie.

For the conclusion of this activity, students would then compare their preliminary sensory images from the quickwrite with the actual information in the article.

8. The ultimate goal of sensory imagery is sensory inclusion in a student's own writing. Newspapers offer a multitude of "springboard models and ideas," from which students can develop their sensory-based writing.

PREDICTING & CONFIRMING SENSORY IMAGES

PREREAD IMAGES	TOPIC OF ARTICLE
Sounds	
Sight	
Feel	
Taste	
Touch	
ACTUAL READING	SENSORY IMAGES FOUND IN READING/LITERAL, INFERENTIAL
Sound	
Sight	
Feel	
Taste	
Touch	

Multi-Source Curriculum

English Standard: Applying Strategies

Role playing, Writing to Different Formats and Different Audiences, Revision and Editing, Using Graphics, Conferencing, Organizing, Researching, Using Writing Models, Using Multiple Sources of Information

Teachers have been having students develop classroom newspapers for years. This project takes place in journalism class and in regular classrooms. Classroom newspapers help to motivate students. They are a method of getting work published and a method of linking writing and technology. The finished product is usually distributed with pride.

As an alternative to the regular classroom newspaper with features about what is going on in class, there is the content-based newspaper. The content-based newspaper might be linked to a theme, a popular children's book, a science or social studies unit, or any other content found in the curriculum. The final product would be a content-based newspaper. The role of the writers would be the same as in any newspaper: publisher, editor, copy editors, news reporters, cartoonists, editorial people, ad people, etc. People from the newspaper could possibly be invited into the classroom to work with the students.

Directions for Developing a Content-Based Newspaper

1. Students need to understand the various roles of employees at a newspaper. They also need to understand the format of their different styles of writing and research and how those crafts are developed. Once students are familiar with these aspects they are ready to choose a theme for their newspaper.
2. The theme for the newspaper should be based on what the students are studying: a particular time period, a science unit, health issues, a particular author or book, or the arts.
3. Once the theme has been established students need to assess their own abilities and decide on their career position for the activity. The more artistic students can work on classified, display ads, and the comics. The better writers can do features, editorials and be copy editors. The better researchers and readers can write the news reports. The computer people can work on layout and production.
4. Some of the types of articles that can be developed for the newspaper can be based on the following type of situations: historical events that parallel the topic or story, articles that summarize what is happening in the content area, hard news articles that focus on the 5 W's and H of the content, editorials and editorial cartoons that deal with controversial issues involved in the content, classified or display ads that would promote various aspects of the content, obits for people who have died in the story, animals, or objects connected to the theme, horoscopes that would help predict what might happened to people or places in the theme-based newspaper, comics that poke fun at people or situations in the content, photos that help better understand what is going on in connection with the topic, special sports, gardening, health, financial or other articles that would relate to better understanding of the topic.
5. Once the articles have been word processed and edited, they need to be posted on one computer (can be e-mailed in) for the student technology specialists to create the newspaper format.
6. When the copies of the newspaper are complete, each student should share with a small or large group how they went about creating their portion of the newspaper. They also need to discuss what they learned from the experience.

POSSIBLE ARTICLE TOPICS FOR A CONTENT-BASED NEWSPAPER

TOPICS	YOUR TITLE
Related historical or geographical event	
Feature article on content	
Hard news summarization	
Editorial on controversial issue	
Classified or display ad highlighting key facts	
Obituary for death related information	
Comics to poke fun at the issue	
Horoscope to predict the future	
Advise column letter & answer seeking assistance	
Photos to enhance the article	

INFORMATION CHARTING WITH NEWSPAPER ARTICLES

ACTIVITY 11

Multi-Source Curriculum

English Standard: Applying Strategies

Finding Resources, Organizing Material, Noting Key Information, Working with Multiple Resources, Retelling, Summarization, Taking Information to the Essay Stage

Today research begins in the primary grades with picture books, chapter books, the Internet, newspaper articles, videos, field trips and speakers. Early on students learn to go beyond a textbook to find necessary information for a non-fiction report. Students also learn that if they are going to collect information from a number of sources they are going to need some sort of sheet on which to gather the information effectively. The sheet that is most in use today is the Information Sheet.

Once a student has chosen a topic he/she is shown how to use the Information Sheet. He/she will list subtopics or questions related to their topic across the top of the sheet. Down the left hand side of the sheet the student will list the names of the resources that will be used. When this information grid is complete the student should have enough facts to develop a five-paragraph essay.

Directions for Using the Information Chart with Newspaper Articles

1. Students select a topic for their report. Across the top of the Information Sheet grid students list the subtopics or questions that need to be addressed if an essay or research report is to be written.
2. Once the subtopics or focus questions have been decided on the student can begin to gather resources with information on their topic. These resources, including related newspaper articles, should be listed in the blocks along the left hand side of the grid.
3. If the student's topic is about a particular animal and the subtopics are habitat, food, species, enemies, uses, appearance, and endangerment, the newspaper article would be used as an information source for one or more of these areas. Under each of the subtopics given previously, information from the newspaper would be listed in the appropriate column. Some grid boxes could be blank if no information is available from the source used.
4. Once all the resources have been utilized and the information recorded in the appropriate boxes, the student would begin to retell down the page. For example, the student would retell all the information under habitat. Then the student would rearrange the order of the habitat material and write a paragraph based on the information just retold.
5. After the student had retold and recorded the habitat information, he/she would do the same with the other columns of information: food, species, enemies, appearance, endangerment, etc.
6. Finally after the student has retold information from all the columns and written comprehensive summaries, the student could begin to rearrange the paragraphs for a fluent report.
7. Along with an introduction and a conclusion, the paragraphs made from the subtopics will form the basis of the essay. Revision and editing are now necessary to make certain that the essay is as well organized as possible.
8. Credit should be given to all the resources in the essay or report, including the newspaper articles.

INFORMATION CHARTING FOR A NEWSPAPER ARTICLE

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						

Multi-Source Curriculum

English Standard: Applying Strategies

Critical Reading, Taking Notes, Retelling, Article Selection, Listening and Taking Notes, Asking Questions, Drawing Conclusion, Making Generalizations, Meaningful Discussion, Taking a Test Using Notes, Summarization

There is so much reading to do today; students can't be required to read everything that is available on a particular topic. To assist with this volume of reading and still develop necessary literacy skills, newspaper jigsaws become an essential strategy.

In Newspaper Jigsaws, teacher and/or students choose two, three or four related newspaper articles from the paper of the day. Obviously some of the articles will be longer and more difficult to read and others will be easier to read. After forming jigsaw reading groups where there is a student for each article, students select their article to read based on their ability. All students read their article, take notes, and become "experts" on that article. When everyone is ready, each student retells information about his/her article so that the other students will have knowledge of the topic. This group retelling means that each student does not have to read every article.

Directions for Newspaper Jigsaws

1. Teacher and/or students select two, three or four related newspaper articles. Hopefully, these articles will be on different reading levels so that the less able readers will not be frustrated, and the more able readers will find a challenge.
2. After each student is placed in a heterogeneous reading group equal to the number of articles selected, the student begins to silently read the article that he/she has chosen to share with the group.
3. In order to retell and share the article properly, each student takes notes to assist with the retelling. The student must also be able to answer questions if the others in the group have a question about a particular article.
4. When the group has completed the silent reading and note taking, anyone of the readers can start with their retelling of the newspaper article. As the reader retells the other students take notes. Students will make use of these notes later on. After each reader completes his/her retelling there is time for questions and clarification.
5. Finally after each reader has had an opportunity to retell information from his/her special article, students may make use of their notes in a number of different ways:
 - The group can make generalizations and draw conclusions from the series of articles.
 - Each student can choose an article, other than their own, for summarization purposes. Students should refer to their notes on the article. They should not work from memory.
 - The teacher can give a literal comprehension test on the related articles. The students should be able to use their notes to answer the questions in the test.
 - The students can use the 3...2...1 technique where students give three pieces of new information they learned from the articles, two questions they still have on the material, one fact that they knew previously.

NEWSPAPER JIGSAW

Article name 1	When	Where	Who/What	How	Why
Article name 2					
Article name 3					

Common Thesis Statement

Multi-Source Curriculum

English Standard: Applying Strategies

Locating Resources, Thinking Out of the Box, Skimming, Scanning, Fluency Skills, Application Skills, Making Decision, Problem Solving, Vocabulary Development, Justification of Work, Sharing

There is nothing more motivational for students than a game format. A Newspaper Scavenger Hunt falls into this category. Although students are learning a number of critical skills while taking part in this activity, they still see the activity as challenging and fun. The Scavenger Hunt can be done with newspapers alone or in connection with the Internet, other periodicals, and trade books.

To make the Newspaper Scavenger Hunt more challenging don't ask the students to always find a specific answer. Instead ask them to locate something that has a broader base and something that can turn into an application exercise. By giving students greater choice in their Scavenger Hunt teachers are empowering their students to think critically. By linking the hunt to an actual product teachers are building essential application skills.

Preparing Students for a Newspaper Scavenger Hunt

1. Before students can use the newspaper for a scavenger hunt they need to know the types of articles in a newspaper, the newspaper format, and newspaper terminology.
2. Once students feel comfortable with the newspaper, the teacher can model some hunt-type questions and help students find the answers. Teachers can then go on to show the students how they can use the information that they have found to develop a product for the class.
3. Given below are some of the type of hunt questions and allied products that can come from a newspaper scavenger hunt:
 - Find an article about people doing good. Discuss how you might do something similar.
 - Find an advertisement from which a math problem can be developed. Develop a math problem.
 - Find a headline that includes a "new word." Determine the meaning of this word from context and make up a new sentence.
 - Find a photo with an animated facial expression. Use a series of adjectives to describe the expression on the face.
 - Find two articles on a similar topic. Compare and contrast these two articles.
 - Find an article from another country. Locate this country on the map and estimate the distance this country is from our school.
 - Find a cartoon character that reminds you of yourself. Tell us what you two have in common.
 - Find an ad in the classifieds for a job, a house, or an item to buy. Why would you like this item? Explain your answer.
 - Find an article about something that concerns you. Tell us of your concern.
 - Find a photo in the paper that you could use as a story starter. Begin to write this story.
4. The students may want to work in groups to find the various treasures or they may want to work individually. They may only take one item to hunt for or they might want to take several. There is no one way to run a scavenger hunt. The format is based on your purpose for using the activity.
5. Once students have at least one hunt item and application element completed, they share these two items with the class. First they need to share the article and how they used the material that they found. Secondly they need to address the metacognition element. They need to talk about how they went about choosing the article(s), what techniques they used to locate information and how successful they were.
6. Students enjoy Newspaper Scavenger Hunts even more when they are able to make up the hunt questions and activities and have other students do the searching. Remember after the teacher models, the students are usually the ones who are in charge.

NEWSPAPER SCAVENGER HUNT.....FIND A

Happy article about people doing good. Comment on the article.	
An ad from which a math problem can be develop. Develop one.	
Headline that includes a "new word." Determine the meaning from context.	
Photo with an animated facial expression. Use a series of adjectives to describe the expression.	
Two articles on a similar topic. Compare and contrast the articles.	
An article about another country. Locate the country on a map.	
Cartoon characters that remind you of yourself. Tell why you have chosen the character.	
Classified ad for a job, house, or item you would like. Why did you choose it?	
An article about something that concerns you. What is your concern?	
Photo to use as the basis of a story. Begin writing the story.	

Multi-Source Curriculum

English Standard: Applying Strategies

Letter Writing, Analyzing, Comparing and Contrasting, Listening, Speaking, Drawing Conclusions, Comprehending, Visualizing, Presenting, Working in a Group, Making Choices, Determining Cause and Effect, Skimming and Scanning

To help students of all ages understand the culture and geography of the different parts of the United States, the Newspaper Target Date activity can be very meaningful. For the Target Date Activity, your Newspaper in Education program can provide a list of newspapers from all over the country that students can write to for newspapers on a specified date. If needed, visit the Newspaper Association of America newspaper web link page to get an e-mail or newspaper address to send a request for a newspaper. You can also explore doing Target Date as an online activity through their web page at: <http://www.naa.org/artpage.cfm?AID=1863&SID=87>

Once the students receive their newspapers from the cities that they are going to research, they can become involved in a number of exercises. They can examine the newspaper format, the content of the articles and photos, and both the classified and regular ads. In addition to just examining and comparing articles from various newspapers, students should also find on a classroom map the location of the newspapers.

Directions for Running the Target Date Activity

1. After students have decided on the areas of the country that they will research they select related newspapers from the Target Date list supplied by their Newspaper in Education program.

Students write the newspapers a letter asking for a newspaper on a given date. This date should be at least six weeks away. This date may be a special date such as the start of the Olympics, a holiday, a political election, etc. or it may be a regular day. The class as a whole should decide on what date will be their target date prior to writing to the newspaper.

2. When the newspapers arrive students can be grouped by geographical locations or work individually. They are to peruse their newspapers to check out the following information and share this information with the class:
The format of the papers and how it might differ from papers in their area,
The lead articles and the focus of this article (read for deep analysis),
Local news articles that might not appear in the students' local newspaper and why,
Local concerns in the area based on a series of articles,
The type of jobs the area has to offer and the price of various items, and
Anything else that shows cultural and geographic differences through the newspaper's format.
3. After analyzing the commonalities and differences in geography and culture of the Target Date newspapers, students would share their conclusions and have them charted for future discussion. In each case, the students should discuss why certain differences were found in the newspapers.
4. For a final activity, students could apply information to a series of related activities:
Write an essay on which city you might like to live in based on the newspaper presentation;
Add information from the newspaper to present research on your region;
Develop a brochure for the location based on Target Date; and
Write a letter to the person sending the newspaper and discuss your findings.

TARGET DATE COMPARISON ACTIVITY

SEARCHES	Newspaper format	Lead Article/Why	Unique local news	Local problem	Finances: Jobs, home, food, etc.	Other items unique to area
Newspaper I from:						
Newspaper II from:						
Newspaper III from:						

Multi-Source Curriculum

English Standard:

Apply Strategies/Chronology, Retelling, Critical Comprehension, Highlighting, Supporting and Elaborating, Listening, Speaking, Questioning, Answering Questions, Scripting, Editing, Revising, Note Taking, Performing, Evaluating Group Processing, Expository to Narrative Writing, Paraphrasing

Building fluency skills is one of the Reading First/Leave No Child Behind mandates. Students need to have strong enough decoding skills to be able to pronounce words accurately and get their vocabulary meaning from context and word parts. Students also need to be able to read orally without hesitation and with feeling in their voices. Fluency is a complex skill that can be greatly enhanced through use of the newspaper.

Fluent readers are competent readers. To gain this competency student's need to start with reading the words they have written and also the words that come from their retelling. When students read their own words they read well. When students retell from a reading, their second oral reading improves greatly. Newspaper Reader's Theater scripts combine both reading one's own writing and writing and reading from one's retelling. However, the best part about Newspaper Reader's Theater participation is that it builds self-confidence in students. When students hear the words that they have written read out loud in a performance piece, pride takes over and comprehension increases.

Directions for Developing a Newspaper Related Reader's Theater Script

1. For a Reader's Theater performance, groups of students select a newspaper article that relates to the school curriculum, is of interest to the students, and includes a number of quotes from different people.
2. In the beginning of Reader's Theater scripting students can assign the portions without quotes to the narrator(s). They can then take out the "said" and "declared" and have different students assigned to read the actual quotes as if a real interview were taking place.
3. This newspaper mock up of a Reader's Theater script then becomes a practiced oral reading in a small group. When students felt comfortable with reading the script and the fluency level, it would be presented to the whole class for discussion purposes.
4. After students have the idea of modifying a newspaper article to make it into a Reader's Theater presentation, they can go onto the next step. This step would be to actually retell the article utilizing their own words.
5. When students move onto this second phase they can take an article without a lot of quotes and create dialogue for those in the story to say. In other words, in this activity students are learning to go from expository writing to more of a narrative style. Here the students are learning to write comprehensive dialogue that relates directly to a set of facts.
6. When students are developing dialogue for the Newspaper Reader's Theater they must keep the following in mind: use material in the article to determine what people will say, have several people speaking, if possible, give the longest and most difficult script to the narrator(s), attempt to make the dialogue as realistic as possible, continually reread the dialogue for purposes of revision, keep the dialogue for each person short, to the point, and interesting.
7. When the Reader's Theater Script has been revised three or four times and there have been several practiced readings with the small group, it is time for a final performance before the whole class. The class may read the newspaper article before or after the Reader's Theater Performance. However, in either case the students who are listening must respond in regard to the following: Where were "liberties" taken in the script and why? Did the Reader's Theater Script help students better understand the article? Why or why not? What special techniques were used in the script to employ the interest of the audience? If you had to make any changes in the script, what would the changes be? With what other activities could you use Reader's Theater?

READER'S THEATER PREPLANNING SHEET

Portion of the article to be retold	
Narrator 1 parts	
Narrator 2 parts	
Main character parts	
Sub-character 1 parts	
Sub-character 2 parts	
Sound effects	
Simple props	
Actual quotes	
Moral or big idea of the article	

SHADOWING AND ROLE PLAYING NEWSPAPER CAREERS

ACTIVITY 16

Multi-Source Curriculum

English Standard: Applying Strategies

Researching, Interviewing, Observing, Summarizing, Patterning, Speaking, Developing a Patterned Product, Questioning, Listening, Note Taking, Role Playing, Assessing

To examine writing and graphics as a career field, students can shadow (constantly follow the person) newspaper personnel. They can shadow reporters, journalists, editors, and graphics people from every aspect of the newspaper. As students shadow they can answer preset questions brought with them. The goal of the shadowing experience is for the students to better understand the elements that go into writing or producing graphics. It is also to gain a better understanding of a literacy-based career field.

To take shadowing one step further, students can take their knowledge learned from their day at the newspaper and develop their own allied writing/graphic piece of work. By observing first hand what goes into a written or graphic piece of work, students should be able to replicate what they have just observed. This student-oriented writing or graphic should be shared in class along with an explanation of the career field where their shadowing took place.

Directions for Shadowing and Role Playing a Newspaper Career Field

1. Some of the career fields that students may choose from are: publisher, editors, copyeditors, editorial cartoonists, cartoonists, display and ad people, layout people, crime reporters, financial reports, sports reporters, local news reporters, feature writers, social editors, advice columnists, other types of columnists, health writers, science/technology writers, etc. The list of career fields depends on newspaper personnel availability.
2. After students have knowledge of the newspaper format and the various newspaper career fields, they can choose a particular venue to research through reading, interviewing, and shadowing.
3. After the students have been linked to a specific newspaper person, it is their job to research this job and develop a set of questions that relate to the job. These questions will be the basis for the shadowing experience and the allied writing and presentation.
4. In addition to seeing how the newspaper person spends his/her day the student needs to focus on the type of writing produced, the format used and ways of organizing information for the article.
5. After the shadowing day, the student summarizes his/her day at the newspaper and reflects on what he/she has learned. He/she then utilizes the key questions that were developed prior to the visit. Next an article is written using the format learned during the shadowing experience. This article will eventually be shared with a small group or even the entire class.
6. When it is time for the Newspaper Career Share, each student will take on the role of the person that was shadowed. He/she will talk about the shadowing experience as if he/she were the actual person in first person narrative. This narrative may be done in the form of a monologue, a panel discussion member or a person being interviewed. As a culminating activity the student will distribute his/her writing sample to the class and discuss the elements of the writing and connections to the shadowing experience.
7. An optional activity would be to have all the different articles from students put together in a class newspaper. This classroom-developed newspaper would help students to better understand different writing formats, ways to gather and organize information, and writing to different populations.

SHADOWING AND ROLEPLAYING NEWSPAPER CAREERS

Job description	
A typical day	
Who reports to whom?	
Writing, graphic focus & format	
Skills needed for the job	
Educational background	
Salary range	
Advantages of the job	
Disadvantages of the job	
Favorite written or graphic pieces	

Multi-Task Learning

English Standard: Applying Strategies

Reading for Specifics, Decision Making, Role Playing, Predicting, Speaking, Listening Critically, Employing Characteristics of Characters, Summarization, Metacognition

Mock newspaper trials combine numerous elements of literacy. From support-based comprehension to detailing, to decision-making, to predicting, mock newspaper trials help students to become more careful readers. As students act as a witness, a judge, or the prosecution/defense lawyer, they develop oral presentation skills.

To begin the mock trial process the teacher exposes the student to the court system and basic information needed to run a trial. Then the class is given the task of selecting an article where a person or group is accused of a crime. From here it is up to the class to provide the evidence needed to acquit or convict the alleged criminal. Newspaper trials combine knowledge of literacy with knowledge of the court system.

Directions for Running a Mock Newspaper Trial

1. Explain the U.S. Court System in format and vocabulary to the students.
2. Look through the newspaper with the students to locate an article where an individual or group is already on trial or could be put on trial for misdeeds.
3. Have the students read the article and carefully mark the following: the name of the criminal(s), the alleged crime, a possible viewpoint the lawyer for the defense might use, a possible viewpoint the lawyer for the prosecution might use, names, position, and testimonies of possible defense witnesses, the names, position and testimonies of possible prosecution witnesses.
4. Have students fill out the related graphic organizer for both sides of the trial. However, have them choose only one particular side on which to role-play. Student can choose to be a lawyer, a witness, a judge, or part of the jury.
5. Once students have chosen a side to work on and their particular role, they will meet with their group. As a group member they will plan their trial strategy. Students may work from a particular structure and ad lib or use actual note cards. They will always know what their side will be presenting. However, they will not know what the other side is presenting and must be prepared for anything.
6. Remind the students that they can use people not necessarily mentioned in the newspaper article. For example, character witnesses from the person's past, police, reporters, doctors, etc. may be inserted as possible witnesses. The proper use of these characters can make the difference in the outcome of the trial.
7. To start the trial process, the two lawyers will make opening statements. Then the witnesses for each side will be called to the stand and cross-examined. Finally the two presiding lawyers will offer the final summations on the case.
8. After both summations have been given, the jury will meet in private until they can agree on a verdict. When the verdict is presented there must also be a written justification for the final decision developed by the jury.
9. At the end of the trial, students can write up the trial as a hard news story. Students can also reflect on the trial process in a learning log, asking themselves the following questions:
 - Did I read carefully enough to get important evidence?
 - Did I perform my designed role to the best of my ability?
 - Was I swayed in my original thinking by a lawyer or a witness?
 - What did I learn about the trial process?
 - What did I learn about myself as a learner through the trial process?

MOCK NEWSPAPER TRIAL

Title of article

Person(s) on trial

Alleged offenses

Prosecution's position

Prosecution witnesses and their stance

-
-
-
-
-

Defense's position

Defense witnesses and their stance

-
-
-
-
-

Multi-Task Learning

English Standard: Applying Strategies

Asking Questions, Responding to Questions, Taking Notes, Following a Predetermined Format, Speaking Extemporaneously, Playing a Role

Mock TV Interviews, based on newspaper articles, help students develop their own questions. The interview technique also helps students to “think on their feet” and to address questions as directly as possible. Students are comfortable with television interviewing, as these programs are so commonplace. However, many students may not understand the real process of the interview. Watching a good television interview on tape can serve as a wonderful model for students.

For this interview exercise, pair students. One student will be the interviewer. This student will read an article, gather information from the article and write questions for the interviewee. The other student will be the interviewee and will read the article with the predetermined questions in mind. Once the students have practiced their interview they will present it before the class. A videotaping of the practiced interview is recommended for the final assessment.

Directions of Mock Newspaper TV Interviews

1. Show students clips of interview programs (or assign them to watch an interview on TV at home) discuss the format, type of questions, ways to answer questions, initiation and closure of the program, etc.
2. Pair students and have them go through the newspaper to locate an article of interest with the name of a key person linked to the event or project.
3. Have the students choose to be the interviewer or the key person to be interviewed. Once they have made a choice, the students will read and take notes on the article keeping their role in mind. The interviewer will read and write five or six good questions based on the article. The questions should be able to be answered directly from the article or be inferential in character. Note taking skills need to be included here.
4. The person to be interviewed can wait to see the questions and read to answer them fully. They can also read the article at the same time as the interviewer, looking for key information to remember. Going back into the newspaper text is always necessary. Note taking skills must also be employed here.
5. Once the person being interviewed has the necessary answers to the questions, the pair will begin to practice the interview. If the person being interviewed has trouble with an answer, the person who wrote the questions can help. If possible, the person being interviewed should be able to answer the questions without cards in front of him or her. However, if the student is not able to do this, than cards may be used.
6. If possible, the interview should sound like an actual TV interview program with the interviewer giving the name of the channel, his/her name, his identification, why the interview is being done, thanking the person being interviewed, etc.
7. Once students have practiced their interview and feel comfortable with the information, the performance is done before a small group or the entire class.
8. Modifications for the mock interview may take the following formats:
A panel discussion interview with more than one person being interviewed.
A regular nightly news program with the interview being only one segment.

MOCK NEWSPAPER TV INTERVIEW

Introduction to the program	
Introduction to interview person	
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	
Question 6	
Summary	
Closure	

Multi-Task Learning

English Standard: Applying Strategies

Comprehending and Formulating Questions, Addressing Questions with Support and Elaboration, Point of View, Role-Playing, Speaking, Critical Listening, Following a Format, Drawing Conclusions.

A press conference is usually a very exciting moment since breaking news has just taken place. Students love the immediacy of the project and enjoy interacting with important issues of the day. Once students have taken part in a mock press conference of their own, they better understand the ones that they view on television.

For this activity, the teacher and/or students select a “hot item” of the day from the local newspaper and ask questions of the key character(s) linked to the issue. The key character can be a businessperson, a politician, a sport or entertainment figure, a person from the community, a scientist, a criminal, etc. Divide the class into groups (can be done as a whole class activity). One student is selected to be the key character that will be put on the spot with all the questions. The other students will come up with at least one good question to ask this person. The answers to the questions should be found somewhere in the news article. The questions should reflect the point of view of the character asking the questions. For example, the questions would be asked as if the student were a news reporter, a taxpayer, a fellow politician, a victim, a police officer, a coach, etc.

Directions for Running a Mock Press Conference

1. Show students clips of press conferences from television and discuss the purpose and format (or have them watch the news at home as an assignment).
2. Go through the newspaper with the students to select an article that might cause concern and be good for a press conference. Select a key figure from the article to ask questions of concerning the topic of the article.
2. Have students read the article from the point of view of a particular person or group of people. The press conference does not have to include only press people. It can include people from other walks of life to make it more interesting.
3. Once students have selected the group that they will represent they will read with an eye for at least one good question to ask of the key figure from the article.
4. Other students must listen carefully to both the questions and the responses so that during the debriefing session the class can comment on successful questions and answers and those that caused concern.
5. Once the students feel comfortable with the animated question and answer session and role-playing, they can put the press conference into the production mode. For the production mode, students choose appropriate attire for their character and practice taking on the role of that character. Other classes or parents can be invited to the final event.
6. As a culminating activity students who were in the press conference can be asked to write a hard news story regarding the conference. This will help the students to analyze the direction of the press conference and whether or not the key figure in the article came out more positively or more negatively after the probing.

MOCK PRESS CONFERENCE

Introduction to the speaker

Speaker's Opening Remarks

Question
Answer

Question
Answer

Question
Answer

Question
Answer

Question
Answer

Question
Answer

NEWSPAPER BASED MULTI-GENRE REPORT ACTIVITY 20

Multi-Task Learning

English Standard: Applying Strategies

Application, Focused Comprehension, Technology, Newspaper Knowledge, Using Models, Research Skills, Creativity, Finding Main Ideas and Related Details, Presentation Skills, Visualization, Analyzation

The research paper has been around for years. Now the Multi-genre Research Paper is beginning to give the research paper competition. Instead of gathering information and recording it expository-style, the Multi-genre Research Paper requires that students gather the information, document the information and apply it to a creative project. Projects that students often utilize are song lyrics, poems, invitations, autobiographical pieces, family trees, etc.

For a Newspaper Based Multi-genre Report, the students explore all the different type of writing found in the newspaper and use them as possible products. For example in the newspaper you find: hard news articles, feature articles, editorials and editorial cartoons, comics, display and classified ads, graphics, sports stories, weather reports, obituaries, social information, etc. All these newspaper formats are acceptable for use in a Multi-genre Report. All information in the newspaper product would be verified by endnote annotation.

Directions for Developing a Newspaper Multi-genre Research Report

1. Students select a topic to research and begin to gather information on note-cards with documented sources. The information for the research report would come from the usual sources: trade books, the Internet, brochures, newspapers, magazines, etc.
2. Once the student has ample information to begin the report they would look to the newspaper for possible formats. Some of the formats would be obits, hard news articles, feature articles, sport's stories, graphics, editorials and editorial cartoon, display and classified ads, letter to Ann Landers, social articles, weather reports, etc.
3. As the students decide on various newspaper formats, they analyze the format of each writing style to determine how it could be utilized in the research. For example, if a student were researching a politician, they could write an editorial on behalf of the candidate. If the student were researching an athlete, a sports article might be an appropriate style for the information.
4. Once the student feels comfortable with the various writing formats found in the newspaper, they could choose six or seven of the formats that would work best for the information gathered. They would then use a computer to develop the product, including a narrative to tie the information together and graphics to highlight the information. Endnotes are developed to verify the information sources.
5. When the products, the uniting strands and endnotes are complete, the student presents their Newspaper Multi-genre Research Report to the class with a focus on: How was the topic chosen? What were the major sources of information for the research? How were the various newspaper products chosen and developed? What liberties were taken with the newspaper products? What "big learning" came about because of the project? What skills came into play with a Multi-genre Research Report that did not come into play in the usual research report?

NEWSPAPER-BASED MULTI-GENRE REPORT

Choose a newspaper format for your multi-genre report. For example: hard news articles, feature articles, editorials and editorial cartoons, comics, display and classified ads, graphics, sports stories, weather reports, obituaries, social information, etc. Then write your report with a focus on:

How did you choose your topic?	
How did you choose your format?	
How did you develop your report based on the format?	
What liberties did you take with using your format?	
What were the major sources of information for your research?	
What “big learning” did you experience doing this project?	
How did the skills for this report differ from your usual research reports?	

Multi-Task Learning

English Standard: Applying Strategies

Applying Strategies/Technology, Reader Response, Answering Questions, Taking a Critical Stance, Asking Questions, Reflecting, Summarization, Vocabulary Development, Communicating, Organizing, Following Up, Thinking Logically, Responding with Substance

Students love to pass notes. Students love to e-mail. If you put these two loves together with a newspaper article(s) you have a motivational, yet skill-based student literacy program. In addition to the literacy component, students are also using their technology skills in a positive manner. The E-Pal program can also encourage students to use graphics, insert clippings from articles, scan information, etc. The program can be done through the mail as Pen-Pals if the school does not have a technology program. Either way, students love the one-on-one opportunity to interact with a peer in a personal, yet educational way.

To begin an E-Pal program students must first learn about reader response and some formats for e-mailing their E-Pal about articles that they are reading. The E-Pal message may include some light conversation but must include certain literacy elements as it is being used as a comprehension tool. Instead of a teacher leading a discussion, the two E-Pal students are developing their own dialogue regarding knowledge of a particular article.

Developing a Newspaper E-Pal Program

1. Before students begin the technology (or mail) phase of this program they need to know reader response techniques or have been involved in literacy circles, reciprocal reading, reading triads, Socratic seminars, etc. (these activities are in this guide) They need to know factual or literary aspects of an article in order to properly discuss the writing with an e-mail partner. There needs to be a certain structure to the e-mail letter.
2. Once students have seen models of good e-mails they need to decide on the topics that they want to cover in their correspondence. For example they might want to work from the following set of questions about the article: What did I already know about the article? What did I learn that was new about the topic? What questions do I still have regarding the topic? What connections do I have to the topic? What critical stance would I take on the topic in the article? What did I like or not like about the article, writing or topic? Where can I find more information about the topic? What were the vocabulary words or concepts I had trouble with in the article? What was the big idea that I took away from the article?
3. The E-Pal partners can come from the same classroom, another classroom in the same school, a school across town, a school in the same state or another state, or in another country (if there is a common reading topic or material). Each student must have access to a particular article or an article on a similar topic. The purpose of the exercise is for the two students, together, to learn more about a particular topic through sharing their information, reflections, and expertise.
4. To monitor the E-Pal process teachers should receive copies of some or all of the e-mails. Students should also be asked to share in class what they have learned through their E-Pal partner.
5. Students may need parental permission to take part in such an E-Pal program (check your district or school policy). Students with personal computers can also make use of them at home. It is O.K. for students to include friendly chat in the e-mail as long as they also meet the comprehension goals.

NEWSPAPER E-PAL TOPICS TO WRITE ABOUT

POSSIBLE TOPICS	YOUR IDEAS
What I already knew about the topic in the article.	
What I learned from the article.	
Portions of the article I liked best and why.	
Questions I had from the article.	
How the article linked to myself or to other readings.	
How the reporter got their point across.	
Visual images from the article.	
New words I learned from the article.	
Questions I still have on the topic.	
Big idea I took away from the article.	

Multi-Task Learning

English Standard: Applying Strategies

Role Playing, Chronology, Text Tracking, Use of Multiple Resources, Integration of Material, Point of View, Taking a Critical Stance, Inferential Comprehension, Speaking, Fielding Questions, Resource Location, Note Taking, Comparison and Contrast

With so much information in our textbooks, the newspapers, on the Internet and in other periodicals, students can no longer become generalists. Instead students must learn to be experts in one area of information and share what they have learned with other students. One of the best ways for a student to become an expert in one area of the social studies curriculum is to be a newspaper foreign correspondent for a particular country that is usually covered in the daily news.

When a student or small group acts as a foreign correspondent for a particular country, they collect all the articles that they can on that particular country. They then take extensive notes, analyze the notes, and draw conclusions about what is happening in that particular country. When students feel comfortable sharing the information that they have gathered, they report to the class on their findings. For the reporting segment, the students take on the role of a foreign correspondent just like the ones they see on the nightly news programs.

Directions for Initiation of a Newspaper Foreign Correspondent Program

1. As a class, decide on the various countries that are covered regularly in the daily newspaper. Locate these countries on the map and discuss the problem that each particular country is facing.
2. After deciding on a list of countries that need foreign correspondents or a bureau of foreign correspondents, countries would be assigned to individuals or groups.
3. Before starting the foreign correspondent job, it is important for each group or individual to identify in their on-going journal the following: location of the country being covered, political history of the area, culture of the area, problem that the area is facing, key players in the problem areas, and chronology of what has happened in the problem area.
4. Next it is the job of each group or individual to keep all of their countries' newspaper articles in a journal with annotations regarding the following: new event taking place, how this event changes what has been happening previously and what you think will happen next and why.
5. Students should be encouraged to use more than just the daily newspaper to keep up to date on what is happening in their chosen country. Different viewpoints on the events taking place in their country need to be examined.
6. Every so many days the teacher should ask various country representatives to act as a foreign correspondent and share their findings on their country. After the reporting session, students should field questions from the other students. Since these students are the authorities on this country they should know the information or be able to locate the information for a future session.
7. As students report on their various countries and what is happening, a recorder should place key information on a large wall chart. This chart with information on countries from all over the world can be used to develop a series of final products.
8. After several weeks of reporting on a particular country, students should be able to use the wall chart to gather information for one of the following projects: a comparison and contrast essay with their country and another country that has been selected from the chart, a Powerpoint presentation of what has taken place in a particular country over a period of several weeks, an essay on what life in that country must be like for a boy or girl that is the same age as the reader, a newspaper editorial piece on events in a particular country, a letter or an e mail to a person in that country (if an address can be found) asking for more information on the problem that the country is facing.

NEWSPAPER FOREIGN CORRESPONDENT FOR _____

Location						
Political History						
Culture						
Key problems and players						
Timeline						
Updates	Week of _____	Week of _____	Week of _____	Week of _____	Week of _____	Week of _____

Multi-Task Learning

English Standard: Applying Strategies

Comparison and Contrast, Analyzation and Synthesis, Taking a Critical Stance, Characterization, Use of Quotes, Role Playing, Persuasive Writing, Inferencing, Prediction, Verification, Presentation, Use of Multiple Sources

When a student(s) sign on to track the progress of a particular political candidate, they must become an authority on this person, knowing both strengths and weaknesses of the candidate. Students must find extensive information on the candidate's background, their past history on issues, their campaign style, their running platform and what is happening with the opposition. To be a political campaign manager for a particular candidate does not mean you have to support that candidate.

Being a campaign manager means that you have ample information on that candidate to be the expert that will share this information with the rest of the class.

Directions for Initiation of a Newspaper Campaign Manager

1. As a class, decide on the various politicians that need to be covered for a particular political campaign. Then give a brief background on each candidate and where they stand in the political arena.
2. Give students a chance to choose the candidate that they wish to represent. Students may work individually or in small groups. If needed, assign candidates or draw names to ensure all candidates are covered. Help students to recognize that they are exploring information on candidates and that they do not have to prefer their candidate over others.
3. As students take on the role of campaign manager they must gather information from the daily newspaper and other sources. Scrap booking or journaling the information with specific annotations usually works best.
4. When scrap booking or journaling the following headings for information might be: early family and later background, educational background, role in politics to date, stand on various issues, character traits and campaign techniques, hobbies, interests, travels, and life outside politics. Students also need to address their candidates political goals and how they differs politically from others, political strengths and weaknesses, speaking and writing techniques used by the candidate, supporters of the candidate and reason for their support, political time line, poles on the popularity of the candidate, information publicly stated against the candidate, and questions that still need to be answered regarding the candidate.
5. At the beginning of the project each student or group of students should present their candidate in the following ways: positive highlights of the candidate based on the information uncovered in number 4, development of a campaign slogan, development of campaign posters and buttons, bumper stickers, and development of a position statement for the politician.
6. As the weeks develop, each campaign manager would orally update the group with new developments in the campaign of their candidate. Negative developments should also be included. If the campaign manager is a group instead of an individual, different students should report each time.
7. If a politician drops out of the campaign, his or her group would be added to other political campaign groups. Eventually all the students in class would be in one of two groups.
8. Before the conclusion of the campaign, one elected person from each group should role-play the candidate in a debate. The questions for the debate(s) should come from the class.
9. Before the final election each group should write a final editorial supporting their candidate. This editorial would be orally read to the class.
10. The night before the Election Day, each student or group would write a prediction piece on who will win, by how many votes, and what were the deciding factors.
11. Finally on the day after the election students would share their prediction pieces and reflect on the entire process. They would reflect on what they learned about the election process as well as the literacy skills they developed.

POLITICAL CAMPAIGN MANAGER FOR _____

Candidate's statistics	
Family background	
Education	
Role in politics to date/timeline	
Other occupations	
Hobbies, interests	
Character traits	
Campaign promises/strategies	
Political strengths and weaknesses	
Popularity, poles, supporters	
Biggest opposition and why	
Miscellaneous information	
Your ideas for electing the candidate	

Multi-Task Learning

English Standard: Applying Strategies

Critical Thinking, Problem and Solution, Group Processing, Organizational Skills, Focus Questions, Reverting to Text, Finding Main Ideas, Using the Multi-intelligences, Defending a Position

Today student-initiated products are more beneficial than products structured by the classroom teacher. When students determine their own products, based on a set of rubrics, the students are learning to become resourceful, independent learners. One of the most commonly used structures for development of knowledge-based products is the RAFT. In the RAFT, students usually choose their own **Role, Audience, Format and Topic**. In some cases the teacher may ask that one or more of the elements be designated ahead of time.

RAFTing is not limited to written products. The format or product may be related to the arts. For example, students may want to do some sort of art work, musical performance piece, poem, monologue, reader's theater, chant, model, program, etc. There is no limit to the type of formats that may be used. The newspaper works well with the RAFT, as there are so many types of newspaper formats that students can use to show comprehension regarding a particular topic. Understanding the newspaper formats is also not difficult, as newspapers are commonplace and the format remains consistent.

Directions for Developing a Newspaper RAFT

1. The teacher would expose the students to different types of newspaper formats and the characteristics of each format. Particular emphasis would be placed on the hard news story, editorials, feature articles, editorial cartoons, comics, display ads, and classified ads.
2. After exposing the students to a number of newspaper formats, the teacher would lead a mini-lesson on RAFTing. He/she would focus on the four elements of role, audience, format and topic so that students would be able to develop their own product using the RAFTing model.
3. With knowledge of newspaper formats and the four elements of the RAFT, students would choose a newspaper article(s) to read. To show comprehension for this article, the student would then choose his/her own role, audience, format and topic.
4. In the beginning students could do something as simple as: Role, myself + audience, the class + format, summary + topic, article I just read. Then role, myself + audience, the class + format, comparison of two people in the article + topic, the strongest person, character wise, in the article or Role, dramatist + audience, theatergoers + format, reader's theater + topic, summary of article with narrator and students playing roles.
5. After students feel more comfortable with the usual formats they can branch out. They can even use material other than the newspaper but use the following newspaper formats: Role, reporter + audience, newsreaders + format, hard news article + topic, based on the article or chapter.
Role, photographer + audience, newsreaders + format, drawing or picture + topic, based on the article or chapter.
Role, feature writer + audience, newsreaders + format, feature article + topic, based on the article or chapter.
Role, editorial writer + audience, newsreaders + format, editorial or editorial cartoon + topic, based on the article or chapter.
Role, ad person + audience, newsreaders + format, display or classified ad + topic, based on the article or chapter.
Role, sports writer + audience, sports enthusiasts + format, sports article + topic, based on the article or chapter.
Role, advice columnists + audience, people in need of help + format, advice column + topic, based on the article or chapter.
Role, cartoonist + audience, comic readers + format, comics + topic, based on the article or chapter.
6. Once students learn to use the RAFT and understand the multitude of newspaper formats available to them, they can make use of these formats for many years to come. Learning to write, speak or produce graphics in different formats for different audiences is key to success as an adult.

NEWSPAPER R.A.F.T.ing

R - ROLE	A - AUDIENCE	F - FORMAT	T - TOPIC
Reporter	News readers	Hard news article	
Editorial Cartoonist	News readers	Editorial cartoon	
Display advertiser	Consumers	Newspaper display ad	

Meaningful Classroom Discussions

English Standard: Applying Strategies

Critical Thinking, Comprehension, Interpretation, Comparison and Contrast, Listening and Responding, Taking a Critical Stance, Noting Key Aspects of a Literary Piece of Work, Connecting Different Genres, Locating the Proper Materials

The highest level of literary discussion today is the Book Club. Visit any library and take part in one of their Book Club discussions and you will understand why. You will see yourself utilizing all of the literacy techniques that you are teaching your students through Reading Triads, Reciprocal Reading, Quaker Meetings, Socratic Seminars, and Literacy Circles. In an effective Book Club discussion you are working without the structure of the other programs because the structure has been internalized.

To get students to be able to take part in Book Clubs they have to be able to choose books that interest them on their own level. They have to know basic story components, questions to look for answers to in a story and methods of reflection. Students also need to know how to link their book reading to other types of readings, a television program, a movie, or an actual experience. Since the newspaper is a ready source, many teachers like students to find articles in the newspaper that are allied in some way with the book that they are reading. This newspaper linkage helps bring the reader a greater scope of comprehension. This newspaper connection helps the student to make an effective oral contribution to the Book Club discussion.

Directions for Developing a Book Club with a Newspaper Component

1. In a Book Club most students choose a book that interests them on an appropriate reading level. They read this book with a particular purpose in mind. One of these purposes is usually to find connections to the book in their own life, in the world or in other texts. When speaking of other texts, the newspaper becomes a key resource. Text-to-text connections are an important literacy skill today. Using these connections naturally in a small group Book Club situation will build life long comprehension skills.
2. As the student is reading the book and thinking about the implications of the reading, they should begin to establish connections. The text-to-text connections with the newspaper do not have to be direct connections. These articles merely need to trigger insights and ideas to help the student better understand the book
3. Some of the similarities in the book being read for the Book Club and the articles in the newspaper might be similar or the same: topic or format, time and place, set or circumstances or problems, types of characters and their impacting forces, ways of helping to solve the problems, motivating principles of the key characters, relationships between characters and/or subjects, lessons to be learned or theme, writing styles, or any other common elements
4. The students may have a related article or two in mind as their read their book. Or students may have to look for related articles after they have read the book. Other students can help with the newspaper linkage, as everyone is aware of different current events happenings.
5. If in the discussion of his/her book the student is going to include newspaper linkage, the actual article may be available, or it may be discussed without an actual copy of the article. However, the reason for the choice of the article should always be explained. The additional meaning that the article brings to the book should also be included in the discussion.

BOOK CLUB LINKED TO THE NEWSPAPER

ELEMENTS FOUND IN THE BOOK	COMMON ELEMENT FROM NEWSPAPER ARTICLE(S)
Topic/format	
Time/place	
Set of circumstances/problems	
Types of characters	
Impacting forces	
Motivation of character(s)	
Methods of problem solving	
Relationship between characters	
Lessons learned	
Similar quotes	

HOLDING A QUAKER MEETING BASED ON A NEWSPAPER ARTICLE(S)

ACTIVITY 26

Meaningful Classroom Discussions

English Standard: Applying Strategies

Listening, Comprehending, Formulating Questions and Detailed Answers, Using Open-Ended Discussion Patterns, Using Anecdotes and Examples, Speaking with Authority, "Piggy Backing", Note Taking

Quaker Meetings are characterized by spontaneous, open-ended discussions. There is no format to the discussion. Listeners can at any time blurt out information or reflections. It is best if a listener "piggy backs" on the responses of others, but this is optional. However, no one at a Quaker Meeting is disrespectful or attempts to talk over another person's voice. Quaker Meeting discussions are somewhat similar to "popcorn readings" where students can read out loud when they feel that they have the need to read out loud.

Although students at a Quaker Meeting follow no strong set of regulations, they still need to have an imbedded response structure so that they will know appropriate areas for discussion. Without a beginning schema, students tend to sit and wait for someone to ask them questions. This is not what we want to happen in this activity. We want students to have an internalized set of verbal reactions that can be used in connection with almost any reading. We want students to use these internalized schemas when "popping" into the discussion at any time.

Directions for Running a Newspaper Based Quaker Meeting

1. The teacher and/or the students choose an article(s) to read and discuss using the Quaker Meeting discussion style. Explain to the students that at a Quaker Meeting there is no real agenda but instead people can randomly speak on any topic that they wish at any time. When no one has the need to speak, everyone is quiet for a period of time.
2. Explain to the students that you are going to use the Quaker Meeting technique but that you are going to link it to a particular newspaper article(s).
3. Next review the various components of a story that may be used in an open-ended discussion format. Some of these are given below: Discussing elements of time and location. Looking at the topic or problem through different lenses. Examining the motivation of the people involved. Examining the actions and words of people in the article. Adding prior background knowledge to the topic. Solving the problem in alternative ways. Connecting to other articles, books, the Internet, or movies regarding the topic. Noting the journalist's craft and effect on the article. Making any personal connections to the topic or article. Taking a personal stance on the topic, reflecting on the article.
4. Make certain that students realize that this is only a "possible list" for usage at the Quaker Meeting. There is no mandate to use any of these components of an article or to stick directly to the article.
5. After students have been taught possible schema for discussion, they read the article and think deeply for several moments before the Quaker Meeting takes places.
6. To further replicate the Quaker format, speakers and listeners can be referred to as Brother and Sister or Friend. To start the discussion the teacher might say, "Welcome to our Quaker Meeting today. We are all so happy that you were able to come. We hope that you will feel comfortable sharing your thoughts with us. We will listen carefully to what you say. We will keep an open mind. We want to hear your thoughts. Which Brother or Sister/Friend would like to start us off today?"
7. After the first person has offered a comment, the entire congregation would offer a softly spoken, "amen." That "amen" would be said each time after a person finished speaking. The "amen" is a form of acceptance. (Other words like "thank you" can replace "amen.") Also after each comment a recorder would write down briefly what each person said. This comment sheet will be used at the end of the meeting.
8. In a Quaker Meeting there could be wait time before each speaker or one can follow another directly. The speakers may be talking on allied areas of the article or they may be talking about very different parts of the article.
9. Everyone in the Quaker Meeting should make at least one comment of some type. Once everyone has spoken, ask if anyone else would like to speak again or has any final thoughts.
10. At the end of the Quaker Meeting all participants are thanked for coming and sharing. At this point the teacher can also do a debriefing using the notes that were taken. He/she can help the class organize the responses that have been given to develop an interpretation of the article. Students should also be given an opportunity to talk about the style of discussion. They need to discuss why the meeting was useful or how it could have been modified. In a Quaker Meeting the students are learning not only about a different discussion technique but also a form of culture.

NEWSPAPER QUAKER MEETING TOPICS

Time and location elements	
Looking at the problem from different viewpoints	
Motivation of people involved in the article	
Actions and quotes from people in the article	
Background information on the article	
Alternative ways to solve the problem	
Other articles/texts related to the article	
Journalist's crafting of the article	
Any connections you have to the article	
Personal reflections and projections on the article	

Meaningful Classroom Discussions

English Standard: Applying Strategies

Comprehending, Highlighting, Retelling, Summarizing, Focusing on a Particular Role, Illustrating, Role Playing, Predicting, Connecting, Text Tracking, Regrouping, Journaling, Questioning, Discussion Leading, Listening, Taking a Stance, Taking Part in a Discussion with Open-Ended Questions.

Students today are being given specific roles and specific focus questions before being asked to read. They are then placed in well-structured reader response groups to meaningfully discuss the material under scrutiny. This method of open-ended discussion is called Literacy Circles and works exceptionally well with newspaper articles.

When using Literacy Circles with a newspaper article(s), students can elect to take on any of the following roles: summarizer, discussion leader, open-ended questioner, connector, predictor, vocabulary person, quote person, historian, time or geography tracker, illustrator, etc. Of course, these roles would rotate with different articles. These roles would also have to be carefully modeled so that each student would feel comfortable in whichever role he/she was to play. The value of using Literacy Circles is that students will be better able to take part in open-ended discussions in the future when this strong structure is no longer there. Literacy Circles also help students to write a better-developed essay on an open-ended question.

Directions for Running Newspaper Literacy Circles

1. Model the different roles that a student might play through a whole class experience or small groups. The roles that students can play in literacy circles are usually: summarizer, discussion leader, open-ended questioner, connector, predictor, vocabulary person, quote person, historian, time or geography tracker, illustrator, etc.
2. Once students feel comfortable in the roles, give them a journal to record the information for their particular role. On each journal page should be the name of the article read, the date, the role that is being used, and the information related to that role.
3. Students and/or the teacher may choose an article(s) to read. Each student would read the article carefully but with his/her particular role in mind. For example, if the student was the vocabulary person, he/she would focus on locating one or more key words in the story and developing interesting ways for the other students to remember that word(s).
4. When the students have read the article with a particular focus and jotted down important notes in their journal, they are ready to share their information with their small group. The group discussion usually starts with the discussion leader and the summarizer but can go anywhere after that. It is much better for a student to be able to “piggyback” on the comments of another student than to wait to hear his/her name called.
5. In addition to retelling from their journal and asking questions of other students, readers need to be able to add their comments to other student’s pieces of information. Students can add, disagree, agree, ask questions, give examples, statistics, quotes, etc.
6. After each student has reported on his area of expertise and there are no further comments, the discussion leader will summarize what has happened in the group. He/she will also remind the readers that with their next newspaper article they must move on to another role.
7. Literacy circles work best with 3 to 5 students in a group. The key roles these students usually play are summarizer, discussion leader, connector, vocabulary person, and predictor, but the roles can vary from article to article.

NEWSPAPER LITERACY CIRCLES

ROTATING ROLES	
Summarizer	
Discussion leader	
Open-ended questioner	
Vocabulary/quote person	
Connector	
Futurist	
Miscellaneous	

Meaningful Classroom Discussions

English Standard: Applying Strategies

Developing Key Open-Ended Questions, Reading for Support and Elaboration, Evaluating Various Points of View, Inferencing, Turning Notes into Essay Answers, Collecting and Organizing Information, Speaking from Post-it Notes.

As workbooks become less useful because of their inflexible structure, post-its step up to serve as skill developers. When post-its are put to use no two students need to have the same answer. With post-its, students can ask questions as well as answer questions. Post-it usage helps develop higher-level critical thinking skills in students of all ages.

As with all other critical thinking strategies, post-it note taking requires modeling and a beginning structure. Students need to know when to use a post-it, where to put the post-it, what to write on the post-it, and how to share the post-it comments with other students. The post-it strategy is one that students can use throughout their adult lives, both at home and at work.

Directions for Making a Newspaper Post-It Collection.

1. Before students choose a meaningful newspaper article to read, they use the collection grid on the back of this page, or divide a large piece of paper into nine rectangles. On hand they also have a packet of post-its.
2. Once the student and/or teacher has chosen the newspaper article to read, students can begin their prereading work with discussing what key questions should be placed in each of the nine collection grid boxes. For example, if the article is a hard news article some of the questions might be:
Why is the article important? Who are the key people in the article and why? How do the key people in the article feel about the situation and why? What are some of the characteristics of the key people in the article? What is the conflict or problem in the article that needs to be addressed? What do you think will happen in the future to the problem addressed in this article? What message does this article give to a reader? What elements of reporter's craft are found in this article? Other comments?
3. As the students read the article they keep the key questions in mind. When they come to an answer or response, they jot it down on a post-it and put it over the question (on the collection grid) that it answers. Students may have more than one post-it on each answer block. Students may have no post-its on other answer blocks.
4. Once the student has finished the reading and used as many post-its as were needed for the process, they can reflect on what they have written and see if they have anything left for the "miscellaneous box."
5. For the culminating portion of this strategy there are many choices. Some of the most commonly used products with post-its are the following: Use the post-its in a peer, small or large group discussion. Work with a partner to combine post-its, talking about similarities and differences in their ideas. Work as many post-its as possible into an essay that focuses on an essential question developed from the reading. Take on a key questions from the collection grid, use all the post-its for information on that question and develop a one question essay. Revise the collection grid based on the type of information that was found in the reading of the newspaper article. Web post-its from the entire class to discover different threads of thinking and gain new insights. Listen to student ideas about how this post-it exercise could be modified.

NEWSPAPER POST-IT COLLECTION GRID

<p>Importance of the article</p>	<p>Article's problem and possible solutions</p>	<p>Learning that comes from the article</p>
<p>Key people in the article and their role</p>	<p>Characteristics of key people in the article</p>	<p>Prediction of future happenings in regard to the event</p>
<p>Time, place and circumstances of the event</p>	<p>Elements of author's craft</p>	<p>Miscellaneous</p>

Meaningful Classroom Discussions

English Standard: Applying Strategies

Applying Strategies/Cooperative Learning, Reader Response, Monitoring and Assessment, Retelling, Verification, Fluency, Oral Reading, Praising with Substantiation, Guided Reading, Role Playing

Reciprocal reading and literacy circles are complex reading strategies that help students develop their reader response skills. On a lower reading level, Newspaper Reading Triads can be used. In this case only three students make up a group. The roles of these students are basic and continually rotate so that students learn to take on all three roles.

In Newspaper Reading Triads the three roles are the Oral Reader, the Commenter, and the Reteller. After the Oral Reading part of the whole newspaper article, the Commenter will make observations about the reading or ask questions. Then the Reteller will orally retell the high points of what the Oral Reader has just read. Students may want to take notes on what the Oral Reader and Commenter have said to help them with the retelling. With this procedure students are developing beginning fluency, questioning, and retelling skills. These skills can later be transferred to Reciprocal Reading and Literacy Circles.

Directions for Running Newspaper Reading Triads

1. Students and/or the teacher choose a newspaper article that fits into the school curriculum or is of particular interest to the students.
2. Students are divided into groups of three and assigned the role of oral reader, commenter, or reteller. These roles will rotate with different readings. Prior to taking on the three roles, students need to see the roles modeled. They would also benefit from a sheet that gives them key questions or comments that might be made.
3. After the newspaper article has been read orally by the first student, the second student will comment on what has been read process wise, or on the content itself. For example, a student might say: great job. You really read well, you pronounced _____ incorrectly. Did anyone have any questions about what was just read? As I listened, I noticed _____. What do you think about _____? I like the way you _____ when you read. Reread the passage beginning with _____ and let's see if we can better understand what is being said. Was the article about what you thought it was going to be about?
4. Once the commenter has given his/her perceptions, asked questions, and made possible corrections, it is the turn of the Reteller. The Reteller will take into consideration what the oral reader has said and the discussion that has taken place with the commenter. With information from these two areas in mind, the Reteller will retell the highlights of the article. Once the Reteller has completed the retelling, anyone in the group may make additions to what has been said. The other two people in the group should also comment on the positive aspects of the retelling.
5. At the conclusion of the group session, students should feel comfortable enough with the material to put it to practical use. Students may want to do any of the following: illustrate information, link information to another source, share their information with another group that has not read the material, add the information to a large group discussion on allied material, make a fact wheel, a fact book, or an accordion book with material from the article.

NEWSPAPER READING TRIADS

TITLE OF THE ARTICLE:	
Oral reader	<ul style="list-style-type: none">• Did I read fluently?• Did I make good use of my voice?• Did I make some eye contact?• Do I need to work on decoding any word?
Commenter	<ul style="list-style-type: none">• What did I like about the oral reading?• What suggestions do I have for the reader?• What questions do I have about the content of the reading?• What have I learned from the reading?
Reteller	<ul style="list-style-type: none">• Did I tell the highlights of the article?• Did I support the highlights with the necessary information?• Do I need to go back and reread any information?
Reflection	<ul style="list-style-type: none">• What do I need to do in the future as a<ul style="list-style-type: none">— reader,— commenter, or— reteller?

Meaningful Classroom Discussions

English Standard: Applying Strategies

Summarizing, Predicting, Analyzing, Finding Textual Clues, Questioning, Clarifying, Listening, Generalizing, Drawing Conclusions, Note Taking, Verifying, Role Playing, Discussion Leading, Retelling, Monitoring

Prior to the development of Literacy Circles we had Reciprocal Reading. This open-ended discussion strategy is less involved than Literacy Circles but extremely effective with newspaper articles. So often students have questions regarding the newspaper article and need clarification. This strategy will help develop these skills along with building retelling and prediction skills. The prediction skills are based on where students think the issue covered in the newspaper article will go in the future.

In Reciprocal Newspaper Reading students can take on the role of summarizer, the asker of questions, the clarification person, and the predictor. Students do not have to read the entire article before they stop and address these four roles. In fact, with a more difficult article, it works well to stop after five or six paragraphs. Stopping to summarize, question, clarify and predict, as one reads, are the skills that a good reader uses automatically without even thinking about the process. The purpose of using Reciprocal Reading is to get students into this habit of being an active reader who is continually asking questions and making mental notes as he/she reads.

Directions for Running a Reciprocal Reading Discussion

1. Students and/or teacher choose a newspaper article that links to the curriculum and is worthy of time spent on active discussion. The students and/or teacher divide the article into three to five sections so that students will be developing a thinking process for their comprehension.
2. Students who think actively about their reading are always reading to reject or reading to confirm. The thinking process being developed through this strategy is the following: At certain points in a story students need to mentally or physically summarize. Students need to see if they have any questions about the material. Students need to see if they can find clarification for their questions or should continue to keep the questions in the back of their mind. Students should make a prediction of what will happen next in the article or in the future.
3. Eventually the student will actively be involved in all four roles for an entire article. However, this critical thinking skill takes time. In order to learn and practice the skill, students work as a group with each student taking on one role and addressing their role for a particular part of the article.
4. As the reading of the newspaper article progresses students may keep the same role or rotate roles. Their major goal should be to bring textual clues to questions and predictions that they have made, as well as keep everyone on track.
5. The process of Reciprocal Reading shows students that reading is a complicated process. It shows them that they can't just read words but that they must be actively summarizing, questioning, looking for clarification, and predicting as they read along.
6. A Reciprocal Reading Group might take from 20 to 45 minutes, depending on the length of the article, the number of stops, and the time needed for each discussion element along the way. These groups take time but can't be rushed as an important comprehension process is being developed.

NEWSPAPER RECIPROCAL READING

TITLE OF THE ARTICLE:

First third

Summary

Questions

Clarifications

Predictions

Second third

Summary

Questions

Clarifications

Predictions

Last third

Summary

Questions

Clarifications

Predictions

Reflection

- What new learning am I taking away?
- How accurate were my predictions?
- Did I clarify answers to my questions or do I need to do further research?
- Does this form of active reading help my comprehension?

Meaningful Classroom Discussions

English Standard: Applying Strategies

Reflection, Prediction, Vocabulary Development, Fluency, Questioning, Verbalization, Reading for Confirmation or Rejection, Visual Imagery, Using Textual Clues, Rereading, and Linking to Note Taking.

The Think Aloud Strategy has many purposes. It can be used as a diagnostic tool, a metacognitive/reflective tool or a method of actively exploring the meaning of text. It allows the reader to verbalize what is going on in his/her mind so that a student knows whether to verify, refocus or accept the present interpretation of the material.

To become actively involved in a Newspaper Think Aloud, students must see the technique modeled on a number of occasions. A student is very vulnerable when thinking aloud and there must be an element of trust from both the teacher and the class when the process is taking place. No one can make fun of or disagree with what is going through a student's mind as he/she struggles with bringing meaning to the article. This activity helps students realize that a reader must be actively engaged in reading to get maximum comprehension from the article.

Directions for Doing a Newspaper Think Aloud

1. The student chooses a newspaper article that he/she has been having difficulty understanding. To help the student better understand the content of the material the student orally reads the article out loud paragraph by paragraph.
2. After the student does an oral reading of several sentences, he/she begins a running commentary on what they are thinking as they read out loud. Some of the comments that usually follow a think aloud are those listed below:
 I don't understand the word _____ but from the context I think it may mean.
 It appears that the following is happening _____
 I now understand _____
 I have no idea what that passage is about other than _____
 I must have missed something earlier in the reading and need to go back.
 I don't understand what this passage has to do with earlier passages.
 I am beginning to think that _____
 I think I am going to have to ask someone about _____
 I am confused by _____
 In the end I think that _____
3. As the student reads aloud and orally addresses what he/she is thinking to aid in the comprehension of the reading, active reading is taking place. When students are just reading words, critical comprehension will not be a final product. When students are reading and asking questions, making predictions, talking about what they know and don't know, they are truly constructing meaning.
4. Students can do Newspaper Article Think Alouds with a partner, with a small group or in front of an entire class. After the think aloud presentation other students may be asked if similar thoughts were running through their minds or if they had a different interpretation.
5. With a Newspaper Think Aloud the student may want to read the article more than once. On the first read through they can give their immediate impression and identify areas where they need to read more carefully. On the second read through students can verify or reject their first interpretation and back up any changes with proof from the text.
6. Students should give oral reactions at least once after each paragraph. It may just be a brief summation if there are no concerns about what is being said. However, once the material becomes more complex students should comment more often.
7. Once students learn how to think aloud with newspaper articles they can move quickly into two-column reader response note taking. In this form of note taking the left hand column is merely a summation of what is taking place in the article. In the right hand column the student is doing what they are doing in a Think Aloud. They are asking questions, expressing concern, making predictions, etc.
8. Reading material and reading material critically are on two different levels of comprehension. With the Newspaper Article Think Aloud students are being taken to the highest level. They are learning to activate their minds and bring prior knowledge, author's craft, and interpretation skills all together at one time.

THINK ALOUD AS YOU READ YOUR NEWSPAPER

POSSIBLE THOUGHTS ABOUT THE ARTICLE	YOUR THINKING
I think this article is about _____ because	
I already know this about the topic _____	
The big question I should be reading for is _____	
Some of the words I don't understand are _____ I need to use context clues.	
I don't understand the part about _____	
I am confused by _____	
I need to go back and reread _____	
I need to look up information on _____	
I need to ask for help on _____	
I have learned the following _____	

Meaningful Classroom Discussions

English Standard: Applying Strategies

Posing Open Ended Questions, Supporting and Elaborating on Responses, Listening Critically, Taking an Active Part in a Discussion, Having an Open Mind, Drawing Conclusions, Making Connections, Taking a Critical Stance with Evidence, Interpretation of Material

A Socratic Seminar is similar to the Junior Great Books Open-Ended Discussion Format. With this format there are only a few key questions that need to be addressed and there is no one answer to any of the questions. Students learn to bring prior knowledge, careful reading, and reader response to a Socratic Seminar.

The Socratic Seminar works particularly well with newspaper articles, as there are so many points of view that can be found in an article. The format also works well because it trains students to read for specifics, while at the same time taking a critical stance. A Socratic Seminar format promotes open-ended discussion, reverting to the text for details, and being able to support and elaborate with specific information.

Directions for Running a Socratic Seminar

1. The teacher and/or the students select a provocative newspaper article where everyone may not agree on the outcome. Each line of the newspaper article is hand numbered so that when students respond to the open-ended question(s) they can refer to a particular line.
2. The teacher and/or the students pose one or more open-ended questions concerning the material in the article.
3. Students read the article carefully, making note of their particular point of view, and adding specific information from the text that will support their position on the subject.
4. After the students have had time to read the newspaper article more than once and had time to jot down specific information that they want to share, the teacher begins the discussion with the key question(s). Students would then use their numbered line newspaper article and notes to discuss their position on the question.
5. At no time should a student's statement be considered inappropriate or inaccurate, as long as the student can return to the text for evidence.
6. To keep the discussion going, students should "piggy back" on each other's statements by agreeing, disagreeing, asking questions, or making a connection.
7. The teacher should step into the discussion only when there is an extensive wait-time lag and when the discussion needs to be refocused.
8. Every student in the large or small group should have at least one chance to make a comment in regard to the key question(s).
9. After ten to twenty minutes of active discussion on the key question(s) the teacher or a student should summarize some of the highlights of the discussion. From listening to the discussion and the summation, students should then clarify their final point of view regarding the discussion questions and write a persuasive essay similar to ones found on the editorial pages of the newspaper.

NEWSPAPER SOCRATIC SEMINAR

KEY QUESTION #1

Evidence	Relevant comments
From other students	

KEY QUESTION #2

	Relevant comments
From other students	

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