

Give Them the Keys

Promoting Adolescent
Literacy Through Newspapers



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NAA Foundation

Senior Vice President and Secretary/Treasurer

Margaret Vassilikos

Vice President

Jeanne Fox-Alston

Director

Sandy Woodcock

Author

Carianne Bernadowski, Ph.D.

Copy Editor

Bill Elsen

Designer

Daniel Renero

Senior Manager/NAA Communications

Marina Hendricks

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Newspaper Association of America Foundation™

4401 Wilson Boulevard, Suite 900, Arlington, VA 22203-1867

571.366.1000 Fax 571.366.1195

www.naafoundation.org

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INTRODUCTION

Newspapers in Your Classroom

ADOLESCENTS ARE CONCERNED with many things, but reading for information may not top the list. Video games, extracurricular activities, time spent on social networking sites and myriad additional stimuli can potentially interfere with the typical adolescent's engagement with authentic text. For many students, hypertext is all they read daily. Adolescents tend to shy away from long, laborious texts and find "snippets" of information much more rewarding. This may come from their interaction with video games that change and morph every few seconds and provide constant, consistent stimulation.

Keeping adolescents engaged and learning is a monumental task, and teachers always seek ways to help students stay focused in the classroom. Newspapers provide one vehicle for engagement as students read nonfiction text and learn about the world around them. Furthermore, in using the newspaper as a primary source, students learn how to navigate varied text features. Newspapers also help students understand and relate to current events, practice valuable reading and writing skills, and learn how to make informed decisions.

In primary grades, students use text to learn how to read. This text is typically narrative, a format familiar to children before they enter kindergarten. By second and third grade, students can successfully identify setting, character, plot development, conflict and resolution. They become experts in "they lived happily ever after." Demands of expository text become a focus in third grade and beyond. Expository text can be very difficult for children as they move into the intermediate grades.

When students enter middle and high school, their content-area textbooks are exclusively expository. Many students find these texts difficult to comprehend and interpret on many levels. Integration of newspapers is an excellent way to introduce students to expository text with the added benefit of teaching a variety of topics. News stories and columns about government, current events, technology, public affairs and international relations can be connected directly to subjects students are learning in their content-area classes while cultivating valuable literacy skills.

Features of This Resource

THIS RESOURCE IS ORGANIZED by units, so teachers can pick and choose what works in conjunction with their curriculum and students. Each unit includes several lessons that can be taught consecutively in two, three, four or five days, or used independently. Each lesson is specifically designed to include instructional objectives, applicable standards, a list of materials, an anticipatory set, instructional procedures, a formative assessment for each lesson within a unit and resources associated with that particular lesson, if applicable. Adaptations and accommodations for ELL students and those with special learning needs are provided, as well as summative assessment tools.

Teachers can adapt these lessons to fit class schedules and/or needs. Each lesson can stand alone or be used within the applicable unit. Lessons are designed to be completed in one class period, although this depends on many factors, including classroom discussion, dissection of topics and students' ability levels. Lessons that theoretically require more than one class period are grouped. For example, in Unit 3, lessons 2 and 3 involve the same topic, but it is assumed that to explore the topic, at least two days are needed.

Newspapers provide one vehicle for engagement as students read nonfiction text and learn about the world around them.

Common Core State Standards

Common Core State Standards (www.corestandards.org) “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.”

This resource lists all applicable Common Core State Standards so teachers will have that information at their fingertips. A standards alignment chart is also provided so teachers can easily find lessons that suit their needs and standards they want to meet. Language arts standards are found at www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf. Mathematics standards are at www.corestandards.org/assets/CCSSI_Math%20Standards.pdf. A general overview is also available at the website mentioned in the above paragraph.

The Writing Process

FAMILIARIZING STUDENTS WITH the writing process is pertinent because much of what is required of them involves writing for an audience. The writing process is reciprocal: Students can go from each step and back again depending on their ability levels, topic selection and assignment. Typically, the process includes these steps:

- **Prewriting** – Students brainstorm ideas with teacher guidance, if necessary. Graphic and other visual organizers help students organize their thoughts and choose appropriate topics.
- **Drafting** – Students use their ideas and write a rough draft. They are encouraged to pay attention to content of the message. Mechanical errors and inventive spelling are permitted. If they write by hand, students should write on every other line to allow space for editing.
- **Revising** – Students read their paper from a different point of view and decide what they can add, rearrange, remove and/or replace.
- **Editing** – Students are encouraged to edit their work and that of their peers. Teacher editing is also a component in this stage. Editing for content and mechanics such as spelling, punctuation and grammar is important.
- **Publication** – Students compose their final draft via computer or in blue or black ink. They share their work in many different ways, and it is top quality and worthy of audience consumption.

Standards Alignment Chart

THE FOLLOWING CHART can be used as a quick reference when a teacher wants to find a lesson and the corresponding Common Core State Standards.

Unit/ Lesson	College and Career Readiness Anchor Standards for Reading (6-12)	College and Career Readiness Anchor Standards for Writing (6-12)	College and Career Readiness Anchor Standards for Speaking and Listening (6-12)	College and Career Readiness Anchor Standards for Language (6-12)	Standards for Mathematical Practice
Unit 1/ Lesson 1	1, 2, 4	4, 5	1, 4	1, 3	
Unit 1/ Lesson 2	1, 2, 4	4, 5	1, 4, 6	1, 2, 3	
Unit 1/ Lesson 3		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 2/ Lesson 1	1, 2, 4	4, 5	1, 4, 6	1, 2, 3	
Unit 2/ Lesson 2	1, 2, 4		1, 4, 6	1, 3	
Unit 3/ Lesson 1	1, 2, 4	4, 5	1, 4, 5, 6	1, 2, 3	
Unit 3/ Lesson 2		4, 5, 6	1, 4, 6	1, 2	
Unit 3/ Lesson 3		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 4/ Lesson 1	1, 2, 4	4, 5	1, 4, 5, 6	1, 2	
Unit 4/ Lesson 2		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 5/ Lesson 1	1, 2, 4		1, 4, 6	1	4, 5, 7, 9
Unit 5/ Lesson 2			4, 5, 6		4, 5, 7, 9
Unit 6/ Lesson 1	1, 2, 4	4, 5	1, 4, 5, 6	1, 2, 3	
Unit 6/ Lesson 2		4, 5	1, 4, 5, 6	1, 2	
Unit 6/ Lesson 3		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 6/ Lesson 4		4, 5, 6	1, 4, 5, 6	1, 2	

Unit/ Lesson	College and Career Readiness Anchor Standards for Reading (6-12)	College and Career Readiness Anchor Standards for Writing (6-12)	College and Career Readiness Anchor Standards for Speaking and Listening (6-12)	College and Career Readiness Anchor Standards for Language (6-12)	Standards for Mathematical Practice
Unit 7/ Lesson 1	1, 2, 4		1, 4	1, 3	
Unit 7/ Lesson 2		4, 5	1, 4	1, 3	
Unit 7/ Lesson 3		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 7/ Lesson 4		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 7/ Lesson 5		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 8/ Lesson 1	1, 2, 4	4, 5	1, 4	1, 3	
Unit 8/ Lesson 2		4, 5, 6	1, 4, 5, 6	1, 2	
Unit 8/ Lesson 3		4, 5	1, 4, 5, 6	1, 2	
Unit 8/ Lesson 4			1, 4, 6	1, 2	4, 5, 7, 9
Unit 8/ Lesson 5	1, 2, 4		1, 4		4, 5, 7, 9
Unit 8/ Lesson 6	1, 2, 4	4, 5	1, 4	1, 3	
Unit 8/ Lesson 7	1, 2, 4	4, 5	1, 4	1, 3	
Unit 9/ Lesson 1			1, 4	1, 3	
Unit 9/ Lesson 2			1, 4	1, 3	
Unit 9/ Lesson 3	1, 2, 4		1, 4	1, 3	
Unit 9/ Lesson 4			1, 4	1, 3	
Unit 9/ Lesson 5	1, 2, 4		1, 4	1, 3	

Lesson 1

Distinguishing Hard News and Soft News

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Distinguish the difference between hard and soft news.
- Read hard and soft news stories and identify the differences.
- Complete a Venn Diagram by comparing and contrasting hard and soft news.
- Write headlines for both hard and soft news stories.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Venn Diagram
- Headlines Handout
- Headlines Key
- Newspapers
- Two examples of hard news stories from a newspaper
- Headline Homework Handout
- Two examples of soft news stories from a newspaper
- Document camera or overhead projector
- Computers with Internet access

Lesson Development

Anticipatory Set:

Visit www.teachertube.com and/or www.schooltube.com to find videos for students to view. One should be an example of soft news while the other should be an example of hard news. Ask students to write facts learned.

PROCEDURES:

- Explain to students the two types of news – hard and soft. Stories about local, national or international events are hard news. They are concept-dense. Most of the essential information (the five Ws: who, what, where, when, why) is in the lead (the first paragraph). Soft news stories are also called features. These articles are intended to instruct or entertain readers.
- Ask students to look at the Headlines Handout, a list of headlines for hard and soft news stories.
- Individually or as a group, students should read the headlines and identify whether each would indicate a hard or a soft news story (refer to Headlines Key for answers).
- Discuss students' answers until each fully understands the concepts presented.
- Distribute copies of two hard and two soft news stories and the Venn Diagram. Students should work in pairs or small groups and read the articles. As they discuss different news stories, ask them to compare and contrast the news articles and document their comparison on the diagram.
- After students have had sufficient time to discuss and document comparisons, bring the class together as a whole to work through each article and complete the diagram. Place the diagram on a document camera or overhead projector.
- After discussion and students are satisfied with their diagrams, have them reiterate the difference between hard and soft news.

Closure:

Students must find hard and soft news headlines. The Headline Homework Handout can be used for this purpose.

Evaluation:

Closely monitor students as they read aloud hard and soft news stories. Help them identify the five Ws and the H – who, what, when, where, why and how – that are indicative of hard news stories. Informally assess each student as their Venn Diagrams are being completed.

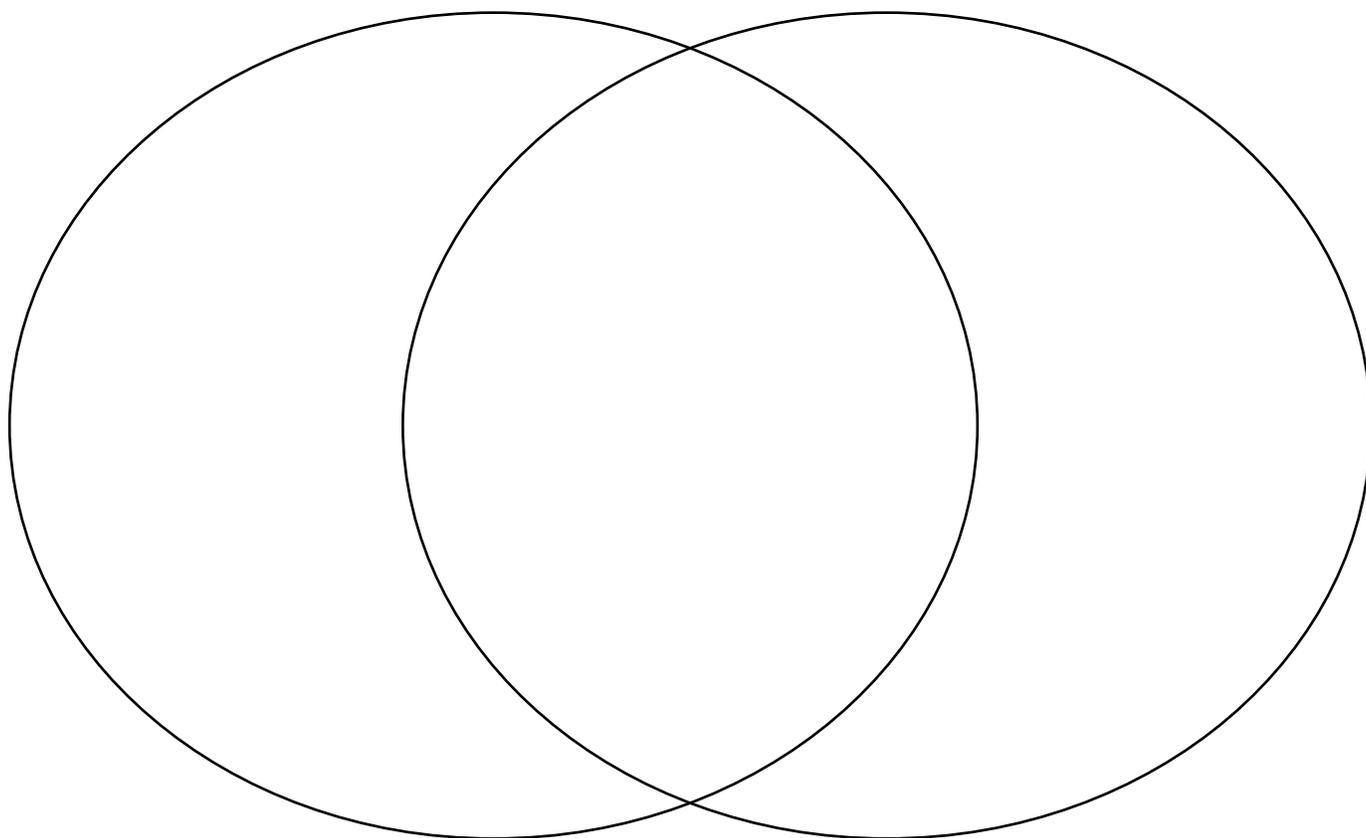
Adaptations:

Pair ELL students or those with special learning needs with one student or a group to help them work through news stories. Read headlines aloud to students who may struggle. Examples of hard and soft news stories that include text support – such as a graph, chart or photograph – may be helpful. Pairing students with more advanced readers may benefit those who struggle with text. Allow students to whisper-read aloud to the group so all students are hearing the story and following the text. Reduce the number of news stories that students with special needs must review. One story of each type may be sufficient.

Additional Adaptations:

When completing comparison of hard and soft news stories, distribute only one news story of each type to students. If they master that, you may want to reinforce the concept with another. Do not give them multiple news stories to review at one time. This may overwhelm and frustrate them.

Venn Diagram



Headlines Handout

Name: _____

Read each headline provided. Determine whether it is for a hard or a soft news story. Write “hard” or “soft” in the box next to the headline.

Headline	Type
Flooded river taking aim at small Texas town	
Search for missing boy continues in Nebraska suburb	
Video game users are voicing their opinions	
Senate votes to enact the amended No Child Left Behind Act	
Boys will be boys: Why they are still acting out in school	
Valentine’s Day is not for sweethearts anymore	
Local police officers are closer to finding the ‘Jewelry Wizard’	

Headlines Key

Read each headline provided. Determine whether it is for a hard or a soft news story. Write “hard” or “soft” in the box next to the headline.

Headline	Type
Flooded river taking aim at small Texas town	Hard
Search for missing boy continues in Nebraska suburb	Hard
Video game users are voicing their opinions	Soft
Senate votes to enact the amended No Child Left Behind Act	Hard
Boys will be boys: Why they are still acting out in school	Soft
Valentine’s Day is not for sweethearts anymore	Soft
Local police officers are closer to finding the ‘Jewelry Wizard’	Hard

Headline Homework Handout

Name: _____

Part I:

Read each headline and determine whether it would be for a hard or a soft news story. Write the answer on the line provided.

- 22 people rescued from airplane tragedy _____
- Amber Alert issued for missing teen in Washington _____
- Cougars of Mt. Gateway School District go for the gold _____
- National unemployment rate reaches all-time high _____
- Local boy wins National Spelling Bee _____
- National Weather Advisory issued for entire state of Virginia _____
- Miss Pennsylvania runs for local school board _____
- Concerns about cloning continue to plague national government _____
- Burglaries scare resident in quiet neighborhood _____
- Iraq continues to need U.S. support _____

Part II:

Find six headlines in the newspaper. Cut and paste them in the space provided or on the back of this sheet. Next to each, write whether it is hard or soft.

Lesson 2

Writing a News Story Lead

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Identify a news lead and the components of a news lead.
- Complete the News Story Prewriting Organizer.
- Read and identify essential components of a news story lead.
- Compose a lead containing the five Ws of news writing.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Document camera or overhead projector
- News Story Prewriting Organizer
- Copies of news story leads for document camera or transparencies for overhead projector
- News Lead Frame (adaptation)

Lesson Development

Anticipatory Set:

Share three to four quality news story leads with students on the document camera or overhead projector. Read them aloud and ask students to jot down what they learned from each.

PROCEDURES:

- Define “lead.” A lead is the first paragraph of a news article. It should capture the reader’s attention and introduce the topic or problem.
- Instruct students that news stories contain the five Ws in the lead to grab readers’ attention and bring them into the story. It is essential that the who, what, where, when and why questions are answered in the beginning. Additional information can come in paragraphs that follow.
- Reread each lead. As you introduce and share a lead, ask students to identify the five Ws in it. Explain that the “H” (how) of the news story usually appears later in the article. (Sometimes, so does the “why.”) Students can use ideas they jotted down the first time the teacher read each lead.
- Introduce the term “audience” (potential reader). Ask students to name the potential audience(s) for each news story read aloud in class.
- Ask students to *think, pair, share*. Students should *think* four or five minutes about five possible topics on which they could write a news story.
- *Pair* students with a partner or small group. Each team should make a top-five list after combining individual lists.
- Students should *share* their top five choices with the class. The teacher makes a class list of possible topics.
- Students must pick a topic on which to write. This topic can be from the class list or an individual list. Ask students to consider these questions before choosing:
 - Does the topic interest a wide audience? Who is your potential audience?
 - Is it controversial?
 - Can you find enough research and/or resources to help in writing an article?
 - Is the topic timely? Are people interested in this particular topic?
 - Can you find an interesting angle from which to write?
 - Is this topic unique?
- Encourage class discussion and allow students to share their answers to the questions. Play devil’s advocate to promote critical thinking and problem-solving.
- After students have chosen a topic, each should complete the News Story Prewriting Organizer. While they do so, monitor them closely and promote creative thinking.
- Using the organizer, students begin to craft a lead that should include concise, distinct language and the five Ws.
- After the lead is written, allow students to exchange papers with a peer. The peer should read the lead and write the words “who” “what” “when” “where” and “why” above each statement or phrase. This will give students a sense of whether they have completed the task successfully.

Closure:

Read several student leads aloud to the class or allow students to do so. Ask the class to brainstorm possible headlines for the leads.

Evaluation:

Students should be informally assessed on their completed News Story Prewriting Organizer and leads. After students have exchanged papers and checked a peer's lead, the teacher must do so. An incorrect lead will impair students' ability to write an effective news story.

Adaptations:

For ELL students and those with special learning needs, a News Lead Frame is provided. This is an alternative to requiring students to write the lead without support. Students may use as little or as much of the frame as needed. Teachers may also adapt this frame according to students' level of need.

Additional Adaptations:

Students may require additional scaffolding and guidance to write the lead. An alternative is to allow them to use the News Lead Frame until they feel comfortable writing a lead independently. Guided practice with two or three leads may be a better choice for this ability group. After students have mastered completing the frame and understanding the formula for a lead, the teacher might ask them to compose a lead without support.

News Story Prewriting Organizer

Name: _____

Topic: _____

What?

Who?

Why?

When?

Where?

News Lead Frame

Name: _____

A/An _____

Who?

What?

When?

Where?

Why?

Lesson 3

Crafting a News Story

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Write the body of a news story to include information not covered in the lead.
- Revise the news story.
- Edit a peer's news story.
- Post the news story to a wiki created by the teacher.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- "The True Story of the Three Little Pigs" by Jon Scieszka
- Chalkboard, whiteboard or chart paper
- Students' leads from Lesson 2
- Overhead projector or document camera
- Editor's marks from Web page (see URL in Procedures) on document camera, interactive whiteboard or individual copies
- Computers with Internet access
- Wiki for class (created by teacher)
- News Story Rubric

Lesson Development

Anticipatory Set:

Read “The True Story of the Three Little Pigs” by Jon Scieszka. Ask students what can be applied from the wolf’s story to news writing. Brainstorm student responses on the board or chart paper.

PROCEDURES

- Introduce students to the “DOAL” method of writing – development, organization, audience and language usage.
- Discuss development. Be sure students understand that in order to write an effective news story, they must develop the topic completely and do research, if necessary. Refer to examples from Scieszka’s story.
- Discuss organization. Remind students that almost all good stories have a beginning, middle and end.
- Discuss audience. Students should think about the audience for their news story. For instance, if they write about the school’s new computer lab, they should consider who might read this article (students, teachers, principal, support staff, parents). Discuss Scieszka’s audience. Who is it?
- Discuss language usage. Choosing the right words for the right audience makes all the difference. Precise and descriptive language is essential to convey the message. Transition words must be used and used correctly.
- Students begin to draft a news story using the lead developed in Lesson 2.
- Use a writing workshop atmosphere so students can discuss word usage, sentence variety and other writing issues. Be available for assistance. Allow students to write on paper or computers. Each writer works differently, and those differences should be recognized.
- After drafting is finished, allow students to peer-edit to the best of their ability. Use editing marks found at www.merriam-webster.com/mw/table/proofrea.htm.

- After students have met with a peer and revised, the teacher must help them craft or develop areas of their news article with which they may be struggling.

Closure:

Allow students to post their news stories to a class wiki. Free educational-use wiki spaces can be created at www.wikispaces.com. You can make the wiki private or public.

Evaluation:

Students are evaluated on the final draft of their news stories. Teachers can use the News Story Rubric provided for Level 1 and Level 2 students.

Adaptations:

The teacher and peers may support ELL students or those with special learning needs in various ways. Some students may be permitted to work with a partner while others may benefit from a reduced-length requirement. The body of the news story could be one paragraph instead of two for students who struggle with English or writing in general. Instead of writing the article and posting it on a wiki, students could tell the story aloud from an outline they create and record it on www.glogster.com or other audio-sharing websites.

Writing Workshop Resources:

www.busyteacherscafe.com/literacy/writing_workshop.html

www.edzone.net/~mwestern/ww.html

www.ttms.org/PDFs/05%20Writers%20Workshop%20v001%20%28Full%29.pdf

News Story Rubric

	3	2	1	0
Identifying Information	Newspaper article includes headline and byline.	Newspaper article is missing headline or byline.		Newspaper article is missing headline and byline.
Lead	Lead is extremely well-written and answers who, what, where, when and why.	Lead is effective and answers four of the five required questions.	Lead is somewhat effective or answers only three of the five required questions.	Lead is ineffective or answers fewer than three of the five required questions.
Body	Body consists of two well-written paragraphs and entire news article is related to lead. Writing is effective and provides many facts for readers.	Body is written effectively and is somewhat related to lead. Body consists of two paragraphs. Readers are given adequate facts.	Body does not consist of two paragraphs or paragraphs are not related to lead. Body is written in a way that does not provide readers with facts.	Body is not related to lead and does not consist of two paragraphs.
Conclusion	Conclusion successfully summarizes topic and brings article to logical end. Conclusion ties everything together.	Conclusion is somewhat effective but does not tie everything together.		Conclusion does not effectively summarize topic or does not bring article to logical end.
Mechanics	No evidence of spelling/grammatical errors.	Evidence of one spelling and/or grammatical error.	Evidence of two spelling and/or grammatical errors.	Evidence of three or more spelling and/or grammatical errors.

Total score: _____ /15 points

Teacher's comments: _____

Lesson 1

Examining Persuasive Writing: Choosing a Topic

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Read and identify persuasive writing.
- Recognize and differentiate among an editorial, an opinion column and letters to the editor.
- Identify and express different viewpoints on current issues.
- Differentiate among factual, emotional and supporting details of a newspaper article.
- Compose a persuasive editorial on a current event.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Chalkboard, whiteboard or chart paper
- Document camera or overhead projector
- Newspapers
- Copies of newspaper editorials, opinion columns and letters to the editor for document camera or transparencies
- Graphic organizers for editorial, opinion column and letter to the editor
- Student Activity Sheet: Think My Way

Lesson Development

Anticipatory Set:

Share with students on the document camera or overhead projector a newspaper editorial, an opinion column and a letter to the editor. Students should read them aloud and, with a partner, compare how the three are similar and different.

PROCEDURES:

- Create a class list on the board or chart paper of similarities and differences among the three texts. This list should consider that:
 - The newspaper's editors write an editorial that reflects the newspaper's position on an issue.
 - An editorial introduces and describes a topic, discusses arguments by the opposing side, provides evidence to refute the opposition, asserts the newspaper's viewpoint and provides supporting evidence for that viewpoint.
 - In closing, an editorial calls for action.
 - Professional pundits write opinion columns, and the newspaper decides which columns it wants to buy and publish.
 - Opinion columnists are professional writers who present evidence supporting their position.
 - Newspaper subscribers/readers write letters to the editor, and they may agree or disagree with the newspaper's position.
- Define persuasive writing and stress that all three texts are examples of it.
- Ask students the difference between emotional language and supporting factual details in a persuasive piece of writing.
- With a partner, students should highlight facts in a newspaper's editorial, in an opinion column and in one letter to the editor. They should underline emotional language.
- Lead a class discussion on student choices of emotional and factual language after students have completed the Student Activity Sheet: Think My Way.
- Students should write a persuasive article on a topic they choose, using a newspaper editorial, opinion column or letter to the editor format.
- Students should share assignments and identify opposing viewpoints, emotional language and supporting facts.

Closure:

Students will review differences among a newspaper editorial, an opinion column and a letter to the editor.

Evaluation:

Students should be informally assessed on their completed editorial, opinion column or letter to the editor. Each article should include factual details, emotional language and opposing viewpoints.

Adaptations:

For ELL students and those with special learning needs, graphic organizers are provided. These are an alternative to requiring students to write the opinion piece without support. Students may use as little or as much of the frame as needed. Teachers may also adapt this frame accordingly.

Additional Adaptations:

Students may need more scaffolding and guidance to write the lead. An alternative is to allow students to use the graphic organizers provided for their articles until they feel comfortable. Guided practice with the organizers may be a better choice for this group.

Student Activity Sheet: Think My Way

Here's the key

Editorials, opinion columns and letters to the editor all aim to get your support.

- Editorials usually include positions taken by opponents, but they show how their positions differ.
- Opinion columns are usually more one-sided and use more emotional words, but their arguments are presented in a logical way.
- Letters to the editor vary. Some are well-constructed and logical. Others are highly emotional with less evidence to support their positions.

Unlock the information

Select three examples of persuasive writing on the editorial or commentary page of your newspaper.

Analyze the logic and language used by the writers. Record your findings on the table below.

Type of writing	Number of details presented	Number of opposing arguments represented	Examples of emotional language
Editorial (the newspaper's official position)			
Opinion column (opinion of professional columnists not on newspaper staff)			
Letter to the editor (opinion of private citizen)			

Which piece of writing did you like the most? Why?

Use the key in your life

Think of a situation where someone tried to persuade you to agree with them or take part in an activity with them. What was the situation? What kind of emotional language did the person use?

What arguments did the person use? Were you convinced? Why or why not?

Newspaper Editorial Graphic Organizer

Name: _____

Topic: _____

Date: _____

Introduction: _____

Opposing viewpoint: _____

Evidence to refute opposing viewpoint: _____

Newspaper's viewpoint: _____

Evidence of newspaper's viewpoint: _____

Call for action: _____

Newspaper Opinion Column Graphic Organizer

Name: _____

Date: _____

Topic: _____

Opinion: _____

Evidence: _____

Letter to the Editor Graphic Organizer

Name: _____

Date: _____

Dear (name of editor): _____

Topic: _____

Agree/disagree with newspaper: _____

Explanation of opinion: _____

Lesson 2

Distinguishing Between Hard and Soft News: Formal vs. Informal Writing

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Distinguish between hard and soft news stories.
- Distinguish between formal and informal writing.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Examples of hard news stories
- Examples of soft news stories
- Chart paper or bulletin board
- Document camera or overhead projector

Lesson Development

Anticipatory Set:

On the document camera or overhead projector, share with students examples of a hard news story and a soft news story from the newspaper.

PROCEDURES:

- In small groups, students should examine and discuss differences between the two articles.
- The class should share results of group discussions.
- Define hard news and soft news.
 - Is it controversial?
 - Can you find enough research and/or resources to aid in writing an article?
 - Is the topic timely? Are people still interested in this topic?
 - Can you find an interesting angle from which to write?
 - Is this topic unique?
- Each group should be asked to give examples of hard and soft news (one each) it has encountered outside the newspaper (i.e., textbooks, popular magazines, notes, letters, etc.). Encourage class discussion and compare formal and informal writing.

- With a partner, students should locate two other examples of hard and soft news in the newspaper.
- Students should share their news articles, cut them out and place them on hard news and soft news bulletin boards or charts.

Closure:

Elements of formal and informal writing should be reviewed and applied to hard and soft news articles.

Evaluation:

Students should be informally assessed on placement and choice of news articles on the correct board or chart.

Adaptations:

For ELL students and those with special learning needs, definition cards of hard and soft news may be provided. Working in pairs or small groups will help with understanding the assignment.

Additional Adaptations:

Students may also use definition cards to help with understanding hard and soft news.

Lesson 1

Types and Purposes of Advertising

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Identify types of propaganda advertisers use to sell products.
- Discuss types of propaganda with peers and teacher.
- Complete a propaganda handout with the teacher's guidance.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Propaganda Handouts (Level 1 and 2 versions available)
- Variety of magazines and newspapers
- Scissors
- Tape/glue
- Chalkboard or bulletin board
- Document camera or overhead projector

Lesson Development

Anticipatory Set:

Distribute advertisements to pairs or small groups of students. Ask students to answer the questions below about their ads and be prepared to share the information.

- What product and/or service is being sold in this ad?
- Who is the primary audience? Secondary audience?
- Were advertisers effective in their approach to selling the product? Why/why not?

PROCEDURES:

- Ask pairs or groups to come to the front of the room and hang their ads on the board or place them on the document camera. Ask students to share answers to the questions posed at the beginning of class. Ask other students to add to the discussion.
- Leave the ads in a visible location so they can be revisited.
- Discuss the term PROPAGANDA. Explain the importance this term plays in advertising. Distribute newspapers and magazines to students. Ask students to identify propaganda techniques used in print ads (definitions on Propaganda Handouts).
- Work through each type of propaganda slowly. Review the type and give them time to find that type in their newspapers or magazines.
- After students have found an example, they should share it with the class or a small group and explain why they chose it.

Closure:

Ask students to look again at the ads distributed at the beginning of class. Now they can identify the type of propaganda used in ads. Use this opportunity to review propaganda types.

Evaluation:

Informal observation is used as the assessment. Because it is the first lesson in the unit, the teacher must take time during propaganda identification to monitor students' comprehension of material.

Adaptations:

ELL students and those with special learning needs are easily integrated into such a lesson because of the extensive dialogue and discussion. Allow students to work in small groups or pairs for support and sufficient scaffolding. Allowing ELL or struggling readers to find the ads and determine what product or service is being sold gives them a responsibility within the working group. Furthermore, Level 2 students are required to find three examples while Level 1 students must find two. Students with special learning needs should be required to find one. Making a visual organizer with terms and space for the ad would help.

Additional Adaptations:

Students may not be ready for all propaganda techniques, but introduction of the most logical is important for their understanding of the roles of advertisers and consumers. Teachers may use the Level 1 Propaganda Handout.

Level 2 Propaganda Handout

Name: _____

DIRECTIONS:

Each type of propaganda is listed in this handout. Provide examples from newspapers and magazines.

Assertion

Assertion is a type of bandwagon. These enthusiastic facts are presented in a way to convince the audience that what is presented is absolutely true and needs no further explanation. Advertisers often claim that their product or service is “the best” without question.

Example 1 _____

Example 2 _____

Example 3 _____

Bandwagon

Bandwagon advertising persuades the buyer to follow the crowd because “everyone is doing it.”

Example 1 _____

Example 2 _____

Example 3 _____

Card Stacking

Card stacking occurs when the advertiser presents only positive information about a product or service and purposely omits the negative.

Example 1 _____

Example 2 _____

Example 3 _____

Glittery Generalities

These occur when advertisers use emotionally charged words to make convictions about highly appealing concepts. Politicians use this technique when they urge the public to believe them without proof. Asking someone to do something “for love of country” would be a glittery generality.

Example 1 _____

Example 2 _____

Example 3 _____

Lesser of Two Evils

Lesser of Two Evils presents subjects with the idea that if there are two options, then one is not as bad as the other.

Example 1 _____

Example 2 _____

Example 3 _____

Name-Calling

In this technique, one advertiser makes derogatory comments about another advertiser.

Example 1 _____

Example 2 _____

Example 3 _____

Pinpointing the Enemy

Often used more often in politics than advertising, this consists of the advertiser or politician pointing the finger at the enemy or competition.

Example 1 _____

Example 2 _____

Example 3 _____

Plain Folks

This propaganda technique is used to convince subjects that they are just like everyone else.

Example 1 _____

Example 2 _____

Example 3 _____

Simplification (Stereotyping)

Similar to pinpointing the enemy, this technique stereotypes the opponent or competition.

Example 1 _____

Example 2 _____

Example 3 _____

Testimonials

Testimonials employ customers to comment on the product and endorse it.

Example 1 _____

Example 2 _____

Example 3 _____

Transfer

This technique is used by asking customers or subjects to view the product or service the way they view another. The goal is to “transfer” those thoughts, emotions and feelings onto the product being sold.

Example 1 _____

Example 2 _____

Example 3 _____

Level 1 Propaganda Handout

Name: _____

DIRECTIONS:

Four types of propaganda are listed in this handout. Provide examples from newspapers and magazines.

Assertion

Assertion is a type of bandwagon. These enthusiastic facts are presented in a way to convince the audience that what is presented is absolutely true and needs no further explanation. Advertisers often claim that their product or service is “the best” without question.

Example 1 _____

Example 2 _____

Bandwagon

Bandwagon advertising persuades the buyer to follow the crowd because “everyone is doing it.”

Example 1 _____

Example 2 _____

Card Stacking

Card stacking occurs when the advertiser presents only positive information about a product or service and purposely omits the negative.

Example 1 _____

Example 2 _____

Glittery Generalities

These occur when advertisers use emotionally charged words to make convictions about highly appealing concepts. Politicians use this technique when they urge the public to believe them without proof. Asking someone to do something “for love of country” would be a glittery generality.

Example 1 _____

Example 2 _____

Lesson 2

Product Selection and Development

(two days minimum)

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Choose a product for which to write a print advertisement using one propaganda technique learned in Lesson 1.
- Develop a concept for the product advertisement.
- Create a print advertisement for a product.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Magazines
- Computer and printer
- Plain white paper for brainstorming
- Scissors
- Glue
- Picture of product or products for whole class instruction (teacher's choice)
- Document camera or overhead projector
- Chalkboard or whiteboard
- Consumer Handout

Lesson Development

Anticipatory Set:

Place a picture of a product or an actual product on the document camera or overhead projector, or on a desk at the front of the room for all students to see. Ask them to look at the product for one minute without talking. Ask students to write all adjectives that come to mind when they look at the product. Examples might include color, size, name, uses, etc. Ask students to team up with a neighbor and share five words or phrases from their lists. Allow students about four minutes for this task. Finally, ask students (in pairs) to write the top three “selling” points from their partner discussions.

PROCEDURES:

- Explain that product design and development are important elements to consider when marketing any product. After a product is developed, advertising professionals must find creative ways to “sell” it to consumers.
- Students should complete the Consumer Handout individually. When they finish, ask them to share with a partner. Give students time to discuss why they buy products.
- As a class, ask students to share reasons why they are drawn to certain products. Ask them to consider the following, which can be written on a board or placed on a document camera or overhead transparency:
 - Why do you buy this particular product? Does advertising play a role in your decision?
 - Name a product you have bought based on an ad. What was the product? Did it live up to its claim?
 - Would you be more likely to buy a product based on an ad or a friend’s recommendation? Why?
- Remind students to think about types of propaganda and whether they have fallen victim to such advertising. Ask them to share examples.
- Students should switch from consumers to advertising executives. In pairs or small groups, allow them time to choose a product from the newspaper. This product will be their “big account.” They will plan and create a print ad for it.
- Students should develop a tag line, logo, slogan and any additional information they consider necessary to promote their chosen product. Creative students may want to come up with an entirely new product. Allow students’ imaginations to take the lead.
- Students should consider the audience they want to target with their ads.
- Students should draw a preliminary layout of the ad with any logos, slogans, etc., on plain white paper.

Closure:

At the end of this time period, be sure that all students have written notes on the development of their ads. Prepare students for final production of a print ad and presentation of the product to an audience. Review important aspects of ideas, audience and the preliminary ad layouts.

Evaluation:

Careful monitoring of students during the two days is vital. If students do not have a preliminary ad ready by the end of this lesson, prompt them by revisiting their original list from the start of the lesson and asking them to consider using a product on the list. Students might also look through newspapers and magazines for familiar products they can use.

Adaptations:

ELL students and those with special learning needs may have a difficult time with figurative language in many ads. The teacher might want to allow them to work in small groups. Using a familiar product would help these students, as would seeing a video ad that requires less reading. Designing the ad might be easier if students consider that “less is more.” Writing lengthy text is not the goal. Use Nike as an example of how few words can do so much.

Additional Adaptations:

Teachers might consider adapting this slightly to meet students’ needs. Teachers could choose the products or provide students with a list of age-appropriate products from which to choose. Lesson 2 may also take longer, considering the scaffolding necessary for students.

Consumer Handout

Name: _____

DIRECTIONS:

Complete each column about products you and/or the adults in your family buy.

Column 1 – List the name of the product.

Column 2 – Write about why you buy the product.

Column 3 – Write any words or phrases you remember from the ad about the product.

Product	Why?	Ad
1.		
2.		
3.		
4.		
5.		

Lesson 3

Creating a Print Advertisement

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Compose a final draft of a print ad.
- Create a layout for a print ad.
- Use propaganda to sell a product.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Plain white paper
- Scissors
- Glue
- Computers with Internet access
- Collaboration Checklist
- Teacher Group Assessment
- Print Advertisement Rubric
- Document camera or overhead projector

Lesson Development

Anticipatory Set:

Revisit an effective print ad on the overhead projector or document camera. Remind students that advertising executives use propaganda to sell products. If necessary, review types of propaganda with students.

PROCEDURES:

- Students should use their rough draft from Lesson 2 to begin creating a final draft. Encourage them to use the means of expression with which they are most comfortable. Because they are working in small groups, all students must be accountable for contributing to the assignment. Some may feel more comfortable drawing by hand or designing on the computer, while others may like to work with words and phrases. Each student must use personal strengths in collaborating on the project.
- Require students to self-assess during and after their work using the Collaboration Checklist. This will give them an idea of their role in a group and will help assess their performance after completion.
- For students who choose to use the computer to create ads, allow posting to a class or school website on completion or create a wiki so students can post their work. If technology is not a viable option, display ads in a classroom, hallway or the school library.

Closure:

Give students time to share their ads with classmates. Students should guess what type of propaganda each group used.

Evaluation:

Students are assessed formally in several ways. They self-assess their group performance and contributions using the Collaboration Checklist. Teachers can also use the Teacher Group Assessment provided. The final print ad is assessed using the Print Advertisement Rubric.

Adaptations:

For ELL students or those with special learning needs, group work allows them to use their strengths in technology or drawing. Consider showing students the Collaboration Checklist and discussing two or three goals they should strive to accomplish during their group work. The checklist may be used as an informal assessment for them.

Collaboration Checklist

Group Member: _____

Name of Project: _____

DIRECTIONS:

Answer each question honestly as you evaluate your contributions to the group project.

Provide an example for each statement.

Task	Strong	OK	Weak	Example
I contributed fully and equally to creation of this print ad.				
I contributed ideas to the print ad.				
I helped to write text for the print ad.				
I helped to revise and edit the ad when appropriate.				
I helped in production by drawing or working on the computer.				

Teacher Group Assessment

Student's name: _____

Task	Strong (3)	Satisfactory (2)	Weak (1)	Example
Student contributed fully and equally to creation of the print ad.				
Student contributed ideas to the print ad.				
Student helped to write text for the print ad.				
Student helped to revise and edit the ad when appropriate.				
Student helped in production by drawing or working on the computer.				

Total score: _____ /15 points

Teacher's comments: _____

Print Advertisement Rubric

Criteria	3 (excellent)	2 (satisfactory)	1 (unacceptable)
Use of Propaganda	Print ad used a type of propaganda in a highly effective manner and was persuasive in nature.	Print ad used a type of propaganda in an effective manner.	Print ad did not use a type of propaganda <i>or</i> was not persuasive in nature.
Layout	Layout was extremely effective and the product or service was the focus of the ad.	Layout was effective.	Layout was ineffective or the product was not the focus of the ad.
Mechanics	No mechanical errors.	One mechanical error.	Two or more mechanical errors.
Neatness	Print ad is extremely neat with special attention paid to its "look."	Print ad is neat.	Print ad is messy or no attention was paid to its "look."

Total score: _____ /12 points

Teacher's comments: _____

Lesson 1

Freedom of the Press

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Explain the concept of freedom of the press.
- Research a First Amendment court case.
- Present research findings.
- Explain the watchdog role of the press.
- Identify varied roles that citizens, reporters and editors play in maintaining a free press.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Chalkboard or whiteboard
- Chart paper
- Computers with Internet access
- Concept map for adaptation (see Resources)
- Prezi Rubric

Lesson Development

Anticipatory Set:

Write FIRST AMENDMENT on the board and ask students to *think, pair, share*. Using this strategy, students *think* of all the words that come to mind when they hear “First Amendment” and write those words on paper. Allow students three to four minutes for this task. Ask students to *pair* with a partner and discuss all the words they wrote, with an explanation for each. Finally, students *share* findings with the entire class. As they do so, create a concept map on the board or chart paper.

PROCEDURES:

- After class discussion of the First Amendment, students should have a clearer understanding of our rights under it.
- If no students have mentioned freedom of the press or censorship, now is the time to lead them in discussing that topic.
- Write on the board “Congress shall make no law ... abridging the freedom of speech, or of the press.” Let students discuss how that applies to newspapers and newspaper reporters.
- Discuss the term “watchdog” with students.
- Ask students whether the media’s job is to inform the public. If so, they must explain their answer.
- Assign students to one of four groups to research court cases that deal specifically with freedom of the press issues: Nebraska Press Association v. Stuart (1976); Cox Broadcasting v. Cohn (1975); Ransburg v. Hayes (1972); and Estes v. Texas (1965).

- Students work in small groups to research the assigned case.
- Each group prepares a Prezi presentation to share findings with the class. Students visit www.prezi.com to create their presentation.
- Students present findings to the class. Their presentations should include the parties involved in the case, the issue, the verdict and the implications on freedom of the press and First Amendment rights.

Closure:

Ask students to explain the importance of First Amendment rights.

Evaluation:

Students will be assessed using the Prezi Rubric provided.

Adaptations:

ELL students and those with special needs should work in groups and do what is possible for their ability level. Court cases may be summarized or bulleted so students have the highlights and need not struggle with reading legal language or other complicated text. A concept map may be distributed to students for the anticipatory set so students have visual support.

Resources:

www.mymindmap.net/Mind_Map_Templates.html
www.studygs.net/mapping

Prezi Rubric

Criteria	3	2	1
Content	All content is accurate and in students' words.	Most content is accurate and in students' words.	Little content is accurate or not in students' words.
Content	Includes all pieces of required content (parties involved in the case, issue, verdict and implications for freedom of the press and First Amendment rights).	Excludes one piece of required content (parties involved in the case, issue, verdict and implications for freedom of the press and First Amendment rights).	Excludes two or more pieces of required content (parties involved in the case, issue, verdict and implications for freedom of the press and First Amendment rights).
Elements	Includes at least seven sections with three or more facts in each. All pathways were easy to follow and sections were grouped logically.	Includes at least seven sections with one or two facts in each. Some pathways were easy to follow and sections were grouped somewhat logically.	Does not include seven sections. Pathways were neither easy to follow nor grouped logically.
Grammar/Spelling	No grammatical or spelling errors.	One grammatical and/or spelling error.	Two or more grammatical and/or spelling errors.
Punctuation	No punctuation errors.	One punctuation error.	Two or more punctuation errors.

Total score: _____ /15 points

Teacher's comments: _____

Lesson 2

Writing an Opposing View

(may require two days)

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- List pros and cons to develop an argument for writing.
- Write a rough draft of an editorial about censorship.
- Participate in peer-editing a classmate's work.
- Write a final draft free of mechanical errors.
- Share writing with an audience.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Editorial Graphic Organizer (see link below)
- Computers with Internet access
- Editorial Rubric

Lesson Development

Anticipatory Set:

Ask students to tell in their own words what the five First Amendment rights are. Ask them to review the role the media, particularly newspapers, play in censorship.

PROCEDURES:

- Allow students five minutes to write on a plain piece of paper a response to this question: Is censorship acceptable in all situations? They should cite examples when they think it is unacceptable or acceptable.
- Conduct class discussion, encouraging all students to participate. Give them reasonable time to share their thoughts.
- Ask students to decide whether they are “for” or “against” censorship.
- Distribute the Editorial Graphic Organizer found at www.ccps.org/chms/research/davis/edigo.pdf.
- Students complete the graphic organizer with their “side” of the argument.
- Students compose a rough draft of their editorial using the graphic organizer as a framework.
- Using the writing process, students edit with a peer and/or teacher.
- Students compose their final draft.

Closure:

For publication, allow students to read their editorials aloud and take questions from the class.

Evaluation:

Careful monitoring of the writing process is essential to ensure students are on task and working at a reasonable pace. Teachers can use the Editorial Rubric for formal assessment.

Adaptations:

ELL students and those with special learning needs may work with a partner for this assignment. Allow students to use the Editorial Graphic Organizer as the framework for their paper and to write their transition words directly on the paper. Students may copy the information on the graphic organizer directly to the computer or written paper.

Editorial Rubric

Criteria	3	2	1
Prewriting	Student used graphic organizer as a framework for the piece.		Student did not use graphic organizer as a framework for the piece.
Content	The editorial contained a highly effective topic sentence, three statements of support, two answers to the opposition and a conclusion.	The editorial contained a topic sentence, three statements of support, two answers to the opposition and a conclusion.	The editorial either did not contain a topic sentence, three statements of support, two answers to the opposition and a conclusion, or those elements were ineffective.
Grammar	No grammatical errors.	One or two grammatical errors.	Three or more grammatical errors.
Spelling	No spelling errors.	One or two spelling errors.	Three or more spelling errors.
Point of View	The piece was written in first-person point of view.		The piece was not written in first-person point of view.

Total score: _____ /15 points

Teacher's comments: _____

Lesson 1

Comparing and Contrasting Information

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Compare and contrast written text with tables, graphs and charts.
- Interpret information presented by the visual format of a table, graph or chart.
- Label graphs, tables and charts with correct information.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core State Standards for Mathematics

Interpret functions that arise in applications in terms of the context.

- 4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- 5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Analyze functions using different representations.

- 7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- 9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

MATERIALS:

- A variety of magazines and newspapers with tables, graphs and charts
- Graph paper
- Highlighters
- Document camera or overhead projector
- Graphing Activity Handout

Lesson Development

Anticipatory Set:

Use the document camera or overhead projector to share with students a graph or chart from the newspaper and a written paragraph explaining the same information. Conduct a class discussion on how the graph or chart presents the same information as the text.

PROCEDURES:

- Arrange students by the color of their shoes or other appropriate category.
- Divide the class in half.
- Half should create a graph of students' shoe differences. The other half should write a paragraph describing differences in the students' shoes.
- After class discussion, students should be led to the conclusion that the paragraph needs a large number of words and can be confusing in describing the same information as the graph.
- Tell students how to label a graph correctly with the x-axis and y-axis.
- Show the class examples of a table, graph and chart from the newspaper with the document camera or overhead projector and have students interpret them.
- Distribute copies of the newspaper to students. In pairs, students should complete the Graphing Activity Handout.

Closure:

Students review their answers to the Graphing Activity Handout. They should list three differences between information in the text and information presented in a chart, graph or table.

Evaluation:

Evaluate students on their ability to answer questions correctly on the Graphing Activity Handout.

Adaptations:

ELL students and those with special learning needs should be paired with another student to analyze and compare information received from tables, graphs and charts with text presented in paragraph form.

Graphing Activity Handout

Use a **table** to answer the following questions. Write answers in the space provided.

What kind of information is being presented? (Look at the title of the table.)	
What elements are being compared in the table?	
Write two comparison statements about the information presented.	

Use a **line, bar or column graph** to answer the following questions. Write answers in the space provided.

What two elements are being described? Look at labels along the bottom of the graph (x-axis) and the side of the graph (y-axis).	
How many different elements are shown on the x-axis?	
Write two comparison statements about the information presented.	

Use a **circle graph** to answer the following questions. Write answers in the space provided.

What is the "whole" element being divided?	
How many divisions are in the circle?	
Write two comparison statements about the information presented.	

Lesson 2

Using Data to Create a Chart, Graph and Table

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:**The student will be able to:**

- Compare and contrast written text with tables, graphs and charts.
- Create a table, graph or chart.
- Label the title and axis of a graph or chart.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Speaking and Listening

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Standards for Mathematics

Interpret functions that arise in applications in terms of the context.

- 4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities,

and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

- 5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Analyze functions using different representations.

- 7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- 9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

MATERIALS:

- Newspapers
- Overhead projector or document camera
- Large chart paper
- Markers
- Graphs, charts and tables from the newspaper
- Graph, Table and Chart Rubric

Lesson Development

Anticipatory Set:

With input from students, create a class bar graph on their favorite lunch foods.

PROCEDURES:

- Review with students a table, chart and graph from the newspaper.
- Discuss conversion of written text to a table, graph or chart, including title and axis information.
- On large chart paper, with a partner or in small groups, students should create a table showing scores over the past two years for a school or local team.
- On large chart paper, with a partner or in small groups, students should create a chart showing the heights of class members.
- On large chart paper, with a partner or in small groups, students should create a circle graph showing how they spend their allowance.
- On completion, pairs or groups should present information aloud and review the three visual formats.

Closure:

Students should be asked to summarize benefits of showing information in a graph, chart or table as opposed to written text.

Evaluation:

Students should be informally assessed and monitored closely while creating and orally presenting graphs, tables and charts.

Adaptations:

ELL students and those with special learning needs will need extra guidance to create a graph, chart or table. Allowing them to work with a partner or small group would be helpful for those who struggle with English.

Additional Adaptations:

Teachers may want to have students create a circle graph one day, a table the next day and a chart on the third day.

Graph, Table and Chart Rubric

	3	2	1
Graph	Graph is exceptional and presents information clearly and concisely.	Graph presents some information.	Graph does not present information correctly.
Table	Table is exceptional and presents information clearly and concisely.	Table presents some information.	Table does not present information correctly.
Chart	Chart is exceptional and presents information clearly and concisely.	Chart presents some information.	Chart does not present information correctly.
Mechanics	No mechanical errors.	Two mechanical errors.	Three or more mechanical errors.

Total score: _____ /12 points

Teacher's comments: _____

Lesson 1

Preparing to Interview a Source

(may require two days)

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Distinguish between hard and soft news.
- Prepare interview questions for a source.
- Interview the source.
- Evaluate quotes worthy of publishing in a feature story.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Overhead projector or document camera
- Chalkboard or whiteboard
- T-Chart Handout
- Feature Story Organizer
- Computer
- Butcher paper

Lesson Development

Anticipatory Set:

Review the definition of soft news with students (Unit 1, Lesson 1) and be sure they can identify characteristics of a feature story. Use information found at www.readwritethink.org/files/resources/lesson_images/lesson987/QualititesFeatureStory.pdf as a reference if students need to review this concept.

PROCEDURES:

- Ask students, in small groups or pairs, to search the newspaper quickly to find a hard news story and a soft news story (feature).
- After they have found an example of each, use the T-Chart Handout to compare and contrast the stories. Require students to list 10 comparisons between the two.
- Create a large T-chart on butcher paper or by using an overhead projector or document camera. If your classroom is equipped with an interactive whiteboard, create a Word document on the board and save, copy and distribute it to the class.
- Begin discussion of differences between the two types of stories. Make a class list on the large T-chart for the entire class to see. Ask students to support their answers with examples from the newspaper articles. Reporters gather quotes through interviews conducted with sources. In some cases, the feature could be about one person, or it could be about a person, place, thing or idea and involve multiple interviews.
- Conduct a mock interview with a student volunteer so the class understands how to interview appropriately. Questions may be displayed on the board, overhead projector or document camera. Stress the importance of documenting direct quotes. News reporters must make sure they have a person's exact words when using their quotes in a news story, hard or soft.
- Ask students to think of people who could be the subject of their feature stories. Students may need help deciding whom to write about, so a class brainstorming session may be helpful. Leave the brainstorm list in a highly visible location for students to revisit if their original idea doesn't work. Possible sources and subjects include:
 - the cafeteria manager about changing the menu
 - the principal about implementing Pajama Day for teachers and students
 - someone who won an award
 - the student council president
 - a new student or new teacher
 - a parent about raising children in today's society
 - a sibling
 - a grandparent
- Students must identify the topic, source and 10 interview questions. Level 1 students should craft five to seven questions depending on ability level and/or teacher requirement. Students focusing on a person as their feature should not complete the topic portion of the organizer.
- Students use the Feature Story Organizer to organize information.

Closure:

After the Feature Story Organizer is completed and students receive approval for their interview questions, they may conduct their interview.

Evaluation:

Students will be informally assessed and monitored closely while creating interview questions. Before students complete the Feature Story Organizer, they must understand the difference between hard and soft news (T-Chart Handout). Through questioning, the teacher can determine whether all students are ready to craft interview questions for a feature.

Adaptations:

ELL students and those with special learning needs will need extra guidance to craft questions and interview appropriately. The mock interview will help students understand their role. Ask these students to write five questions for a classmate and record the responses. The teacher and/or classmates can transcribe the taped responses for use in these students' features. Allowing students to work with a partner would help those who struggle with English.

Additional Adaptations:

Teachers may want to take extended time modeling the mock interview. Crafting questions may be a whole class project with all students writing about the same topic. After students have mastered interviewing, allow them to try one on their own with close monitoring. During the T-Chart Handout activity, students may write five comparisons rather than 10, or the number they feel comfortable writing.

T-Chart Handout

Hard news story

Soft news story (feature)

Feature Story Organizer

Topic/title of article

Name of source: _____

Date of interview: _____

Interview questions (should be open-ended questions – leave room to write answers)

Always ask this question at the end of the interview: “Have I missed anything?”

Lesson 2

Turning the Interview Into a Feature Story/Writer's Workshop

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Determine what quotes to use in a feature story.
- Use interview question/answer sessions as a basis for a feature story.
- Use quotations marks correctly.
- Draft a feature story.
- Peer-edit a classmate's rough draft.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Chalkboard or whiteboard
- Highlighters
- Feature Story Organizer (completed in previous lesson)
- Computers
- Quote Tracker

Lesson Development

Anticipatory Set:

Write these statements on the board:

- Tom Fields said he is going to the party after his baseball game on Saturday.
- Tom Fields said I am going to the party after my baseball game on Saturday.
- After the party, I plan to complete my homework, Tom adds.
- Tom adds that he will complete his homework after the party.

Ask students to correct the sentences. Students should recognize that the statements consist of direct and indirect quotes. The correct statements should read:

- Tom Fields said he is going to the party after his baseball game on Saturday.
- “I am going to the party after my baseball game on Saturday,” Tom Fields said.
- “After the party, I plan to complete my homework,” Tom adds.
- Tom adds that he will complete his homework after the party.

PROCEDURES:

- Ask students to take out their Feature Story Organizer and interview notes. With a highlighter, they should mark quotes they think will add interest to their stories.
- Allow students to begin drafting their feature story. The lead should describe the subject in his or her element. For example, the football coach might be described in the lead as being on the field, while the student council president might be described as being at a school function.

- Help students use direct and indirect quotes to describe the person or topic of interest.
- After students have completed the first draft, allow them to peer-edit, using editing marks at www.merriam-webster.com/mw/table/proofrea.htm to the best of their abilities. Allow students to collaborate on crafting a headline for their feature that is catchy and invites readers.

Closure:

During the writing workshop session, students should have written a first draft, peer-edited and sought teacher input. At the session's end, ensure that all have accomplished this. Remind students to bring their drafts to the next class.

Evaluation:

Students should be evaluated informally on the ability to draft a feature and actively engage in peer-editing a classmate's work. Close monitoring is essential during the writing workshop portion of class. Close attention to quotation marks will help students recognize the importance of direct quotes.

Adaptations:

ELL students and those with special needs may not feel comfortable peer-editing. Do not force students to peer-edit. Allow them to observe others doing it and try to understand what each editing mark represents. Instead of weaving the quotes into a feature, allow students to list what they learned about the person they interviewed and the quotes that support that information.

Additional Adaptations:

The Quote Tracker may be used as a visual organizer in lieu of the feature article draft.

Quote Tracker

Facts (What did you learn?)	Quote
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Lesson 3

Feature Writing/Writer's Workshop

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Compose a feature story.
- Complete an online profile using Profile Publisher.
- Share work with classmates.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Computers with Internet access
- Rough draft of feature story
- Interview questions
- Feature Story Rubric

Lesson Development

Anticipatory Set:

Introduce students to the Profile Publisher at www.readwritethink.org/files/resources/interactives/profile. Have a completed profile for students to view.

PROCEDURES:

- Tell students to complete the final draft of their feature. It should be written with no errors, include quotation marks, highlight a person of interest and contain an interesting lead that captures readers' attention.
- Students write their final draft in a word-processing program or with pen and paper.
- Students take information learned about their interviewee and create a profile with the Profile Publisher. A picture can be uploaded, but students must understand that they need written permission before using a photograph.
- Students attach their Profile Publisher printout to their written feature.
- Laminate and bind profiles in a class book.

Closure:

Students who feel comfortable reading their articles and sharing their completed profile may do so. Teachers should make the class book available for students to borrow. Students might want a copy for their interviewees to thank them for their time.

Evaluation:

Students should be evaluated on their written feature. The Feature Story Rubric can be used as an assessment tool.

Adaptations:

ELL students and those with special learning needs may complete the Profile Publisher from their interview graphic organizer. Another option is to allow students to work with a partner and co-author an article.

Feature Story Rubric

	3	2	1
Lead	Lead is exceptional and captures the reader's interest.	Lead captures the reader's interest.	Lead does not capture the reader's interest.
Quotes	Writer uses quotes very effectively and exceeds required number of quotes.	Writer uses quotes effectively and meets required number of quotes.	Writer does not use quotes effectively and/or does not meet required number of quotes.
Body of story	Story is well-organized with clear transitions and logical connections.	Story is organized and some transitions are used.	Story is unorganized or without transitions.
Conclusion	Highly effective and creative conclusion that is logical and brings story to a close.	Effective conclusion that brings story to a logical close.	Ineffective conclusion and/or does not bring story to a logical close.
Mechanics	No mechanical errors.	One to two mechanical errors.	Three or more mechanical errors.

Total score: _____ /15 points

Teacher's comments: _____

Lesson 4

Integrating Technology

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Create an online newspaper using the feature article developed during the unit.
- Edit his/her article for online publication.
- Share his/her online newspaper with classmates.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Computers with Internet access
- Final draft of feature article
- Interactive whiteboard or other projection equipment

Lesson Development

Anticipatory Set:

Students will have completed the final draft of their feature article from Lesson 3. Remind students of the writing process and the key element of “publication.”

PROCEDURES:

- Display the Web page http://interactives.mped.org/view_interactive.aspx?id=110 on the interactive whiteboard or classroom wall.
- Model how to turn students’ feature stories into an online newspaper.
- Allow students to create individual newspapers or to work with partners or small groups to create one.
- Print newspapers for class distribution or post them on a school or class website.

Closure:

After students have completed their electronic newspaper with their features, ask them to write three things they learned about feature writing and make a class list. The teacher may want to display the list for future reference or outcome-based assessment.

Evaluation:

Because students were formally evaluated on their feature in Lesson 3, informal assessment is a viable means for evaluation of this lesson. Teachers will be actively involved in assisting students with their electronic newspapers.

Adaptations:

ELL students and those with special learning needs may enjoy converting their written work electronically. If the teacher required students to write an article, she/he may want to assist students in creating the electronic version. If the teacher did not require students to write using paper and pencil or the computer, now might be the time to allow them to shine. They might post interview questions into a newspaper format or assist other students in creating their electronic newspaper.

Lesson 1

Introducing Classified Advertisements

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Understand the role that classified ads play in the newspaper.
- Identify a classified ad.
- Compare and contrast classified ads with other types of ads.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Chalkboard or whiteboard

Lesson Development

Anticipatory Set:

On the board, write DISPLAY AD and CLASSIFIED AD. Assign students to groups by writing their names under either heading.

PROCEDURES:

- Ask students to identify aloud the difference between display and classified ads. Divide the class into two groups. One is to find display ads and circle them in the newspaper, and the other is to find classified ads and circle them in the newspaper. Give students freedom to explore the newspaper and determine the difference between the two types of ads.
- After students have found their respective ads, bring the groups together. Ask a few students who found display ads to stand, show the class their ads and explain briefly what is being sold.
- Ask a few students with classified ads to stand and do the same. Conduct a class discussion by asking:
 - How are classified ads different from display ads?
 - What sorts of items/services are being sold?
 - Who might have placed these ads?
 - What are some methods people use to get your attention in ads like these?
- Ask students to brainstorm items or services they may find in classifieds. Make a class list of their ideas.
- Conduct a classified ad scavenger hunt. Distribute newspapers and, in small groups, ask students to find as many of the classifieds on the class list as possible. The group with the most wins the hunt.

Closure:

After the hunt, ask students to verbalize the difference between classified and display ads.

Evaluation:

Students are informally assessed on their ability to find classifieds and to distinguish between classified and display ads.

Adaptations:

ELL students and those with special learning needs may work in small groups for support. Because much of the work in this lesson is verbal, these students might feel more successful in their ability to find classified ads. Let students know that classified ads look much different, and students who are not readers or have lower reading ability can successfully find classifieds by their appearance.

Lesson 2

Exploring Classified Ads

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate the classified ads section of the newspaper.
- Interpret information presented in the classified ads section.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Scissors
- Glue or clear tape
- Graphic Organizer for Classified Ads

Lesson Development

Anticipatory Set:

The teacher will tell the class to look for a pet in the newspaper classified ads as a gift for the principal. Class suggestions and costs will be discussed.

PROCEDURES:

- Locate the classified ad section of the newspaper.
- During class discussion, describe various sections of the newspaper's classifieds. Share information from these sections.
- With a partner, students should complete the Graphic Organizer for Classified Ads.
- Students share answers.
- Students should write two ads that they would like submitted to the newspaper.

Closure:

Students should share ads with the class.

Evaluation:

Students' ads should be used to assess them informally.

Adaptations:

ELL students and those with special learning needs should work with a partner to complete the graphic organizer and to write ads.

Graphic Organizer for Classified Ads

DIRECTIONS:

Cut and paste the following ads from the classified's section.

An ad that describes a pet you would like to own.

A job you would like.

A car you might be able to afford.

A house you would like to buy for your family.

An item of furniture to go in the house you chose.

Lesson 3

For Sale

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate five classified ads and determine what is being sold in each.
- Write a classified ad.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Classifieds Organizer
- Preparing to Sell Handout

Lesson Development

Anticipatory Set:

Review with students the purpose of a classified ad from Lesson 1.

PROCEDURES:

- Give students a newspaper and ask them to turn to the classified ad section.
- Distribute the Classifieds Organizer to each student. Students are required to find five classified ads and answer these questions for each:
 - What is being sold?
 - How much is the item or service?
 - Can the seller be easily contacted?
 - Is the item or service described well?
 - If you could change one thing about this ad, what would it be?
- Allow students to share findings with the class or in small groups. If they are in small groups, closely monitor students' participation to ensure that they have identified classified ads.
- Students should prepare for writing their own classified ad for an item of their choice. Students should list five items they have and are willing to sell (hypothetically).
- Distribute the Preparing to Sell Handout. Students must answer the questions for all five items.
- After students have completed the handout, ask them to share one item they plan to sell.

Closure:

Ask students to pick their “best” item for sale. They are to place a star next to that item to use for Lesson 3.

Evaluation:

All students are assessed informally by completion of the Classifieds Organizer and Preparing to Sell Handout.

Adaptations:

ELL students and those with special learning needs will find the classifieds a shorter read than other parts of the newspaper. However, the classifieds contain specialized jargon that can be confusing. Allow them to work with a partner. They should feel a sense of accomplishment when they choose an item to sell. If they need assistance completing the Preparing to Sell Handout, they should sell just one of their own items.

Classifieds Organizer

Name: _____

Items	Question 1	Question 2	Question 3	Question 4	Question 5
	What is being sold?	How much is the item or service?	Can the seller be contacted easily?	Is the item or service described well?	If you could change one thing about this ad, what would it be?
Item #1					
Item #2					
Item #3					
Item #4					
Item #5					

Preparing to Sell Handout

Name: _____

Items	Questions				
	What are you selling?	How much will you ask for your item?	What is the least amount you are willing to take for your item?	List five words to describe your item.	Would you buy this item if you saw it listed in the classifieds?
Item #1				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	YES NO (circle one)
Item #2				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	YES NO (circle one)
Item #3				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	YES NO (circle one)
Item #4				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	YES NO (circle one)
Item #5				1. _____ 2. _____ 3. _____ 4. _____ 5. _____	YES NO (circle one)

Lesson 4

Selling an Item

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Write a rough draft of a classified ad.
- Edit the draft of a classified ad.
- Write a final draft of a classified ad.
- Create an online flier for a classified ad.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Chalkboard or chart paper
- Computers with Internet access
- Interactive whiteboard (if available)

Lesson Development

Anticipatory Set:

Review items students have chosen for their classifieds. List all items on the board or chart paper, grouping them according to categories (i.e., household items, electronics, pets and/or automobiles). Keep the list for future reference.

PROCEDURES:

- Students will use their classified ad from the activity in Lesson 2 (Preparing to Sell Handout).
- Begin discussing the format of a classified ad. Students should read this article: www.ehow.com/how_2059860_write-successful-classified-ad.html.
- As a class, summarize what was learned from the article.
- Students begin writing rough drafts of their classifieds. They may use hypothetical contact information, but the item they are selling should come from Lesson 2.
- Students swap papers for peer editing of ads.
- Students prepare the final draft of their ads using a word-processing program.
- Students prepare their classified ad online flier by using this resource: http://interactives.mped.org/view_interactive.aspx?id=110.

Closure:

Print all classified online fliers and make a class book.

Evaluation:

Students can be assessed on their completed classifieds flier by checking for grammar, punctuation and/or spelling. Deduct one point for each error.

Adaptations:

ELL students and those with special learning needs may work with a partner. They may also feel comfortable helping others develop their online flier. Read the online article aloud for students or highlight the important parts. Stop and give them small amounts of information to digest at a time. Allow students to read one paragraph and stop for discussion.

Lesson 5

Writing a Help-Wanted Ad

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Identify a help-wanted ad.
- Create a help-wanted ad.
- Post the help-wanted ad on a wiki.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Chalkboard or chart paper
- Job Titles Handout
- Help-Wanted Rubric
- Name That Job Graphic Organizer (if applicable)
- Computers with Internet access

Lesson Development

Anticipatory Set:

Students review the classified ad section of the newspaper and find a help-wanted ad. Students find a classmate who might be good for the job advertised in the classified.

PROCEDURES:

- Require students to identify what information is present in a help-wanted ad from the classified ad section of the newspaper.
- On the chalkboard or chart paper, write all information students share.
- Students should recognize that a help-wanted ad usually includes the job title, job description, salary range and contact information. Add any information that students may not have included on their list.
- Ask students to define white-collar and blue-collar workers. Make two lists on the board, one for each type of worker.
- Students should pick a job title listed on a piece of paper from a container. (See Job Titles Handout – simply cut into strips). After each has a job title, students can go to the board or chart paper and place that title under the heading they think is most appropriate.
- Read both lists to the class and promote discussion of jobs. When a job title is misplaced, encourage student discussion to determine where the job belongs and why.
- Divide the class into small groups or pairs, being sure to mix groups or partnerships so that students with diverse and varying interests are together.
- Give each group or pair one white-collar and one blue-collar job title from the list.
- Students must write a help-wanted ad for both jobs. They must include job title, job description, salary range and contact information.
- After students have written their ads, they can post them on a free class wiki that can be created using www.wikispaces.com.

Closure:

After students have uploaded their help-wanted ads to the wiki, encourage them to view all ads. Show the class a few that are outstanding.

Evaluation:

Students can be assessed using the Help-Wanted Rubric. The teacher must assess each help-wanted ad separately.

Adaptations:

ELL students and those with special learning needs may work with a partner who has similar interests. They may also feel comfortable helping others develop the wiki. The teacher may want to help students by leading them to the correct understanding of white-collar and blue-collar workers – for instance, by telling them that a physician is a white-collar worker and a carpenter is a blue-collar worker. This will help them understand categorization of jobs. They should be given the Name That Job Graphic Organizer to categorize job titles. This gives students a chance to work with the jobs visually and offers support in categorization of titles.

Job Titles Handout

Physician

Newspaper editor

Dog walker

Carpenter

Plumber

Salesclerk

Construction worker

Waitress/Waiter

Gas station attendant

Teacher

Police officer

Firefighter

Veterinarian

Dentist

Landscaper

Truck driver

Business owner

Baseball coach

Lawyer

Telephone operator

Pizza deliverer

Accountant

Social worker

Sales manager

Nanny

Design engineer

Electrical engineer

Day care worker

Principal

Architect

Professor

Groundskeeper

Toolmaker

Name That Job Graphic Organizer

Name: _____

White collar	Blue collar	I am not sure

Help-Wanted Rubric

Criteria	3	2	1
Content	Help-wanted ad includes a highly comprehensive description of job title, job description, salary range and contact information.	Help-wanted ad includes a description of job title, job description, salary range and contact information.	Help-wanted ad excludes a description of job title, job description, salary range <i>or</i> contact information.
Mechanics	No errors in capitalization, punctuation and/or grammar.	One error in capitalization, punctuation and/or grammar.	Two or more errors in capitalization, punctuation and/or grammar.
Wiki	Help-wanted ad was successfully uploaded to the class wiki.		Help-wanted ad was not successfully uploaded to the class wiki.

Total score: _____ /9 points

Teacher's comments: _____

Lesson 1

More Than the Stock Market

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Understand the role of supply and demand in a business.
- Describe the role that prices, incentives and profits play in determining what a company produces.
- Explain how a decision made by a business affects the consumer.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Chalkboard or whiteboard
- Student Business Plan Handout
- Business Section Graphic Organizer

Lesson Development

Anticipatory Set:

In pairs, students will identify the business section of the newspaper. The teacher will share a story from the newspaper about a company's decision and how it affects the consumer.

PROCEDURES:

- With a partner, students should complete the Business Section Graphic Organizer regarding the business decision of a company.
- When finished, students should locate another business article and analyze the company's economic decision.
- Students create their own company and design a business plan using the Student Business Plan Handout.
- Students share business plans with the class.

Closure:

Students will choose the plan they think has the best chance of being successful.

Evaluation:

Students will be informally assessed on their ability to create an effective business plan.

Adaptations:

ELL students and those with special learning needs may work in small groups for support.

Business Section Graphic Organizer

Name: _____

Name of company: _____

Product or service being sold: _____

How will this business decision affect consumers?

Do you think this company will be successful with this plan? Why or why not?

Would you use this product? Why or why not?

Student Business Plan

Name: _____

Name of your company: _____

Names of people on the board of directors for your company: _____

Product being sold: _____

Reason for choosing this product: _____

Wholesale cost: _____

Selling price: _____

Profit: _____

Advertising slogan: _____

Lesson 2

Sports Replay

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate the sports section of the newspaper.
- Identify reasons why people choose to read the sports section.
- Identify action words and phrases that describe a sporting event.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Computers with Internet access
- Highlighters
- Document camera or overhead projector

Lesson Development

Anticipatory Set:

Students will be asked to describe in a Quick Write the most exciting school or professional sporting event they have seen. These descriptions will be shared with a partner.

PROCEDURES:

- Give newspapers to students and ask them to turn to the sports section.
- Share one sports article with the class on the document camera or overhead projector.
- The class should circle or highlight verbs or descriptive phrases that help to create a mental picture of the game's events.
- Students assume the role of a sports reporter and write a review of a school or professional sporting event.

Closure:

Students will assemble the articles and create a sports section for a classroom newspaper.

Evaluation:

All students are assessed informally by action verbs and descriptive phrases used to create a mental picture of the sporting event.

Adaptations:

Because ELL students and those with special learning needs may not have the writing skills to produce a sports article, they may work with a partner or locate a sports article on the computer to highlight action verbs and descriptive phrases.

Lesson 3

Short Story Creative Writing

(may require two or three days)

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:**The student will be able to:**

- Use photographs from the newspaper to write a creative short story.
- Write a rough draft of a short story.
- Edit and revise written work.
- Compose a final draft of a short story.

STANDARDS:**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects****College and Career Readiness Anchor Standards for Writing***Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening*Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language*Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATERIALS:

- Newspapers
- Document camera or overhead projector
- Copy of newspaper photograph
- Story Map (two per student)
- Computers with Internet access
- Short Story Creative Writing Rubric

Lesson Development

Anticipatory Set:

Place a photograph from the newspaper on the document camera or distribute copies to small groups for viewing. Tell a story about people or objects in the photograph. Be sure the story has a beginning, middle and end, as well as characters, setting, plot, conflict and resolution.

PROCEDURES:

- After telling the story, ask students these questions:
 - Who was involved in the story? (characters)
 - Where did this story take place? (setting)
 - What happened first? (plot)
 - Next?
 - What was the conflict?
 - How was the problem resolved? (resolution)
- As students answer, they complete the Story Map. They must understand how to use the Story Map correctly, so taking extra time, if needed, will help them.
- Students should page through the newspaper and cut out a photograph that grabs their attention. For some, the teacher may want to choose photos.
- Students brainstorm (prewriting) what is happening in their photos. Remind them of details included in the story presented by the teacher.
- Distribute a second Story Map and allow students to complete it for their own creative stories based on their photos.
- After Story Maps are complete, students write rough drafts.

- Students revise, peer-edit and teacher-edit, if applicable.
- Students produce final drafts for publication. Students attach their photos to the backs of their stories so classmates cannot see them.
- Students share their stories, covering the photos. While they read aloud, ask the class to visualize what is being read so students capture mental pictures of the photos.
- After each story is read, ask the other students to share their visualizations.
- Students share photographs.

Closure:

Ask students to verbalize how they used the Story Map to plan their writing. Ask them to share their favorite part of short story creative writing.

Evaluation:

Students are formally assessed using the Short Story Creative Writing Rubric. Informal assessment of Story Map completion and participation in the writing process will ensure that students are on task and using time wisely.

Adaptations:

ELL students and those with special learning needs may use the map to tell their story instead of writing in final-draft format. Allow students to work with a partner. Strategic photo choice by the teacher will highlight students' interests and strengths. Allowing students to choose photos randomly might hinder the process. Middle-school students should write three paragraphs. High-school students should write six paragraphs.

Short Story Creative Writing Rubric

Criteria	1	2	3	4
Organization	Ideas and scenes are not sequential and/or have no organizational order. No transitions are used.	Story is a little hard to follow and not always sequential. Some transitions are used.	Story is fairly well-organized. One idea or scene is misplaced sequentially. Transitions are used.	Story is very well-organized and in sequential order, and contains many transitions that are used correctly. Readers are drawn into the story at many levels.
Conflict	No conflict is apparent.	A conflict is present but has no relationship to the plot.	There is conflict and a somewhat clear connection to the plot.	There is a clear, distinct conflict that relates directly to the plot.
Resolution	There is no evidence of a resolution to the conflict.	The resolution is present but has no connection to the conflict and/or plot.	The resolution is somewhat related to the conflict and/or plot.	There is a clear, distinct resolution to the conflict and plot.
Conventions	Five or more spelling, usage or punctuation errors.	Three or four spelling, usage or punctuation errors.	One or two spelling, usage or punctuation errors.	No spelling, usage or punctuation errors.
Characters	Main characters are not named and/or described.	Main characters are named but not described.	Main characters are named and described.	Main characters are named and clearly described.

Total score: _____ /20 points

Teacher's comments: _____

Lesson 4

Temperature and Weather Information

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Understand the structure of Earth's weather system.
- Interpret a weather map.
- Understand the role of a meteorologist.
- Locate and graph times for sunrise and sunset.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Common Core State Standards for Mathematics

Interpret functions that arise in applications in terms of the context.

- 4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- 5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Analyze functions using different representations.

- 7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- 9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

MATERIALS

- Newspapers
- Graph paper
- Weather Information Graphic Organizer
- Sunrise/Sunset Graph Handout

Lesson Development

Anticipatory Set:

The teacher and class will discuss the day's weather, times of sunrise and sunset, and the week's weather.

PROCEDURES:

- Distribute newspapers to students and ask them to locate the weather map.
- With a partner, students answer questions on the Weather Information Graphic Organizer.
- The class reviews answers to the graphic organizer questions.
- The meteorologist's role is discussed.
- The times of sunrise and sunset are graphed for one week.
- Pairs of students are asked to conclude whether, according to information on the graph, daylight or darkness is increasing.

Closure:

Students will be asked to share in small groups why the public needs and wants to know the weather forecast each day.

Evaluation:

Students will be informally assessed on their ability to complete the graphic organizer and the Sunrise/Sunset Graph.

Adaptations:

ELL students and those with special learning needs should be paired with another student to analyze the weather map and compare sunrise/sunset information received from the graph.

Weather Information Graphic Organizer

Name: _____

- What is the weather today in your region of the country?

- Look at weather systems west of your location. What kind of weather can you expect in the near future?

- What is the high temperature for the day? _____ The low? _____

- What is the normal high for today? _____ The normal low? _____

- Is there an area where a warm front is passing? If so, name it. _____

- What about a cold front? _____

- What time is sunset today? _____

- What time is sunrise tomorrow? _____

- What city has the highest temperature for the day? _____ The lowest? _____

- What is the high temperature in the nation's capital today? _____ The low? _____

Sunrise/Sunset Graph Handout

Name: _____

- Keep a daily graph for one week of sunrise and sunset times for your region.
- What can you say about the information on the graph?

- Is daylight or darkness increasing? _____

- List the different kinds of information you find on the weather page.

Lesson 5

Public Records/Birth and Death Notices

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Identify birth and death notices in the newspaper.
- Interpret information from birth and death notices.
- Create a graph with information from birth and death notices.
- Create graphs with an x-axis and y-axis.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Common Core State Standards for Mathematics

Interpret functions that arise in applications in terms of the context.

- 4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- 5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

Analyze functions using different representations.

- 7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
- 9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

MATERIALS

- Newspapers
- Graph paper/large chart paper
- Markers
- Document camera or overhead projector

Lesson Development

Anticipatory Set:

On an overhead projector or document camera, students will view birth and death announcements in the newspaper.

PROCEDURES:

- Review the x-axis (horizontal) and y-axis (vertical) of a graph.
- In groups of three, students create a graph depicting births and deaths daily for a week.
- A green line is used to connect the number of births for the week.
- A blue line is used to connect the number of deaths for the week.
- Students write a short paragraph comparing the number of births and deaths for a week.

Closure:

Each group will share its graph with the class.

Evaluation:

Students will be informally assessed on their ability to create a graph with information obtained from birth and death announcements in the newspaper over a week.

Adaptations:

By working in small groups, ELL students and those with special learning needs should be able to complete the graph.

Lesson 6

That's Entertainment

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Identify the entertainment section of the newspaper.
- Compare the writing style of an entertainment review with that of a hard news story.
- Interpret the date and location of the entertainment event.
- Write an entertainment review.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIAL:

- Newspapers
- That's Entertainment Graphic Organizer

Lesson Development

Anticipatory Set:

Students will listen as the teacher reads part of an entertainment review from the newspaper.

PROCEDURES:

- Students discuss the event and determine whether they would like to have been in the audience.
- With a partner, students locate and read another entertainment review.
- Students compare an entertainment review with a hard news story.
- Students complete the That's Entertainment Graphic Organizer, identifying information and five adjectives used in particular in an entertainment review.
- Students write an entertainment review of a music or drama performance presented at the school or in the community. Students may also view a performance on the Internet if they do not have access to a school or community performance.

Closure:

Entertainment reviews will be shared and displayed on a bulletin board.

Evaluation:

Students will be informally assessed on their ability to complete the graphic organizer and to create an entertainment review.

Adaptations:

ELL students and those with special learning needs should be paired with another student to create an entertainment review and to complete the graphic organizer.

That's Entertainment Graphic Organizer

Name: _____

- The entertainment review I read was for a (music or drama) event. (Circle one)
- Name or title of performance _____
- Date of the performance _____
- Location of the performance _____
- Featured performers _____
- Did the writer give a positive review of the performance? _____
- List five or more adjectives used to describe the performance. _____

- Would you have liked to have the opportunity to attend this performance? _____

Why or why not? _____

- Write an entertainment review of a music or drama performance from your school or your community.

Lesson 7

Servants of the People

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Identify representatives of local, state and national governments in the newspaper.
- Develop an understanding of differences in the job descriptions of local, state and national government representatives.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Computers with Internet access

Lesson Development

Anticipatory Set:

Students will participate in a class discussion to identify a local community problem.

PROCEDURES:

- With teacher assistance, students search the newspaper for names of the mayor, council members and/or other prominent local officials.
- With class input, a letter is written to local government officials to request help with a community problem.
- With a partner, students read the newspaper and identify a state problem that they would like to have corrected.
- Students write letters to a state representative to request help with the problem.
- With a partner, students read the newspaper and identify a national problem that they would like to have corrected.
- Students compose letters to a national government official to request help with the problem.

Closure:

Students' letters are shared with the class.

Evaluation:

Students will be informally assessed to see whether they have distinguished among local, state and national government officials.

Adaptations:

ELL students and those with special learning needs may need help from partners or the Internet to distinguish the three levels of government.

Lesson 1

Class Trip

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate the weather map in the newspaper.
- Estimate distances between cities.
- Read and calculate mileage on an atlas or U.S. map.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS

- Newspapers
- Atlas or U.S. map
- Computers with Internet access

Lesson Development

Anticipatory Set:

Students will help plan an imaginary class trip from their school to Washington, D.C. With a partner, they will use an atlas or U.S. map to estimate the round-trip distance their bus will travel. If the bus averages 50 mph, how long will the ride to the nation's capital take?

PROCEDURES:

- In groups of three, students select seven other cities or locations from the newspaper weather map they would like to visit. After searching the Internet, they list at least three places they would like to see in each city.
- Using the weather map, an atlas or U.S. map, students estimate the number of miles to be traveled one way, then round trip, to each of the seven cities or locations.
- After being told that the bus travels at 50 mph, students estimate how long each trip would take.

Closure:

Each group will calculate the number of round-trip miles required to visit the seven cities or locations.

Evaluation:

Each group will create a poster for a city it selected. This poster will highlight landmarks or sites chosen by the group and the estimated number of miles between the city and the school.

Adaptations:

ELL students or those with special learning needs will work within their groups for support. They may also visit the city or location on the Internet.

Lesson 2

Sales and Savings

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate sale merchandise in the newspaper.
- Compare and contrast regular price and sale price items.
- Compute the percentage of savings for a sale item.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Calculators
- Document camera or overhead projector
- Chart paper

Lesson Development

Anticipatory Set:

With the document camera or overhead projector, the teacher will project an item on sale in a newspaper ad and compare the sale price to the regular one. Students will compute the difference in price and the savings percentage.

PROCEDURES:

- Students are told they will hypothetically receive \$1,500 to go shopping.
- Students scan newspaper ads and choose seven sale items they would like to buy.
- Students create a table that shows the regular and sale prices for each item. The percentage of savings for each item is also listed. A calculator is used to compute the percentage of savings realized for each item.
- At the bottom of the table, students should answer these questions:
 - What is the largest savings you will make on one item?
 - What is the smallest savings you will make on one item?
 - How much money, if any, will you have left from the \$1,500?

Closure:

In small groups, students will share sales charts. Each group will identify the person who was the savviest shopper.

Evaluation:

Students will be informally assessed on how they completed the sales chart and the percentage of savings they realized.

Adaptations:

ELL students and those with special learning needs students may work with a partner or an aide to complete the table.

Lesson 3

Car Calculations

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate automobile ads in the newspaper.
- Compare and contrast new car models with used ones.
- Understand and explain depreciation of an automobile.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Car magazines
- Chart paper

Lesson Development

Anticipatory Set:

Students will be told about a hypothetical writing contest. First prize is a Cadillac Escalade and second prize is a Ford Focus. Students are to find the price of each in newspaper automobile ads.

PROCEDURES:

- With a partner, students locate the automobile ad section of the newspaper and select five different models.
- The price of each new car is inserted in a chart with a picture, if available.
- Students find earlier models of the same cars in the “used auto” section of the classifieds.
- Students create a chart showing the prices of the new cars in one column and those of the used cars in the second column.
- In a third column, students show the depreciation of the cars.
- At the bottom of the chart, students compare depreciation of the cars and answer these questions:
 - Which car depreciated most?
 - Which depreciated least?
 - Which would you buy? Why?

Closure:

Students will share answers and car choices with the class.

Evaluation:

Students will be informally assessed on their car charts and depreciation values.

Adaptations:

ELL students and those with special learning needs may receive assistance from a partner or use the Internet.

Lesson 4

Food for Thought

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate grocery store ads in the newspaper.
- Create an effective grocery list.
- Use double-digit addition and subtraction.

STANDARDS:

Common Core State Standards Standards for Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers

Lesson Development

Anticipatory Set:

Students will be told that they are going on an imaginary camping trip for a week. In groups of four, they will prepare menus and make a shopping list for the trip.

PROCEDURES:

- Groups locate grocery ads in the newspaper.
- They create a seven-day menu.
- Each group prepares a shopping list with a \$140 budget. Food must not require refrigeration and must be cooked over a campfire.
- The amount of each food and its cost is totaled on a list.
- Each group decides whether the \$140 covers the cost of the menu.

Closure:

Each group will share menus and the total amount spent with the class.

Evaluation:

Students will be informally assessed to see how they created a seven-day menu and calculated costs.

Adaptations:

ELL students and those with special learning needs may work in a small group for support.

Lesson 5

Stock Exchange

Introductory Material

Grade Levels: Middle and High School

OBJECTIVES:

The student will be able to:

- Locate stock listings in the newspaper.
- Interpret the company name and the price of the stock per share.
- Develop an understanding of the stockbroker's role.

STANDARDS:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

MATERIALS:

- Newspapers
- Graph paper
- Markers
- Document camera or overhead projector

Lesson Development

Anticipatory Set:

With the document camera or overhead projector, the teacher will show stock listings in the newspaper. The class will decide which company to follow and “purchase” 50 shares of its stock.

PROCEDURES:

- With a partner, students determine the price per share of the chosen company’s stock and calculate the price of 50 shares.
- The teacher explains the stockbroker’s role and the charge for handling the purchase.
- Students calculate the total price of the shares, using 2 percent as the stockbroker’s fee.
- The class follows the stock for two weeks and graphs its daily value.
- At the end of two weeks, the class decides whether it made or lost money.

Closure:

Students can opt to choose another stock with a partner and follow it for two weeks to see whether it appreciates or depreciates.

Evaluation:

Students will be informally assessed to see how they charted and calculated the stock’s value.

Adaptations:

ELL students and those with special learning needs may work in a small group for support.

RESOURCES

Developmental Characteristics of Middle-School Students

ADOLESCENTS ARE GOING through a difficult phase during their middle-school years. The following characteristics provide a better understanding of the development levels at which adolescents operate. While this is not a comprehensive list, teachers can use the knowledge of these characteristics to design classroom instruction, select teaching strategies and choose appropriate materials for students. The newspaper, with its emphasis on real people, real situations and real problems in the world, is an especially relevant teaching tool in middle schools.

Intellectual Development

- Egocentric; argue to convince; show independent and critical thought
- Extremely curious about people and the world
- Put personal and social concerns ahead of academic interests
- Move from concrete to abstract ways of thinking, able to question attitudes, behaviors and values
- Prefer active over passive learning experiences and cooperative learning activities
- Prefer learning strategies and skills that apply to real-life problems and situations.
- Extremely loyal to peers; can be cruel to those outside peer group
- Rebel against parents at the same time they are dependent on parental values
- Establish independence by challenging authority figures and testing limits of accepted behavior
- Can exhibit feelings of awe and wonder as intellectual abilities expand and emotional awareness increases
- Distrust adults who are insensitive to their needs
- Model behavior on peers and media role models
- Recognize the negative impact their behavior has on adults
- Continue to see love and acceptance from significant adults.

Psychological Development

- Take offense easily; very sensitive to criticism
- Show erratic shifts in moods and behavior
- Are often self-conscious, lack self-esteem and feel alienated
- Can often be optimistic and hopeful
- Want to develop a sense of individual uniqueness
- Easily swayed by one-sided arguments
- Are developing a sense of humor
- Revert to childish behavior patterns when they are overwhelmed by confused feelings as a result of hormonal shifts.

Social Development

- Act out in bizarre ways; can be aggressive, boisterous and argumentative
- Confused and frightened by new school settings that are large and impersonal

Moral and Ethical Development

- Interested in questions about the meaning of life
- Dependent on home and church for moral and ethical values, even as they are challenging them
- Interested in moral and ethical issues in the curriculum, the media and daily interactions with their families and peer groups
- Can be idealistic
- Exhibit a strong sense of fairness in human relationships
- Can be reflective, introspective and analytical about their own thoughts and feelings
- Unprepared to cope with some of the hard moral and ethical challenges they face.

Bad News – Good Teaching

MIDDLE-SCHOOL STUDENTS are at a point in their development where they are ready to interact with controversial issues and the real world. However, they need the careful direction of a sensitive adult as they begin to explore serious topics.

The following suggestions tell students how to deal with “bad” news. They were developed by the Pennsylvania Newspaper Association Foundation Newspaper In Education Committee and are reprinted with permission.

- Separate the news from the messenger. Remember that newspapers deliver the news; they don’t create it.
 - Turn negatives into positives: Use “bad news” stories, such as those about fires and other disasters, as instructional opportunities. They provide teachable moments to review safety procedures and problem-solving techniques. Talk about prevention, safety issues and consequences.
 - Encourage students to write letters to the editor about controversial issues. If they disagree with the way a story was handled, have them outline a better alternative and write a justification for their reasoning.
 - Have students discuss ways to make something good come out of a bad event.
- Discuss different ways to handle “bad” events. Help students build self-esteem and self-confidence by teaching them how to deal with life’s dangers and problems. As a result, students see that they can have some degree of control over what happens to them.
 - When students want to discuss a story you don’t want to deal with, give a reason. Even “I’m not comfortable talking about that issue” can be a valid reason.
 - Use another section of the newspaper. For example, if you are uncomfortable dealing with a story on page one, use a different section of the newspaper – local news, lifestyle, sports, etc.
 - Remember that you can’t deal with fear by ignoring it.

Instructional Strategies

Newspaper Modeling for Writing Activities

THE NEWSPAPER OFFERS EXCELLENT examples of professional writing. Newspaper reporters must research stories, write effectively and do it on an extremely tight schedule. Use the wire service and local stories as models for students. Remind students that different sections of the newspapers reflect different writing styles. Hard news stories are tightly written with many details. They register at 10th-grade to professional readability levels. Feature stories are more informal and easier to read. Sports articles often incorporate shorter, punchier sentences.

There are some differences in usage and style that can confuse students. Newspaper stories follow the AP (Associated Press) Stylebook. Here are some common differences in presentation and usage.

Element	English class conventions	Newspaper style
Sentence structure	Sentences express complete thoughts. Compound and complex sentences are used carefully.	News writing has long and complex sentences with many pieces of information.
Paragraphs	Paragraphs contain several sentences that address the same topic.	Paragraphs are often one sentence long because newspaper columns are narrow and paragraphs consisting of several sentences are difficult to read. Journalists refer to paragraphs as “grafs.”
Titles	Titles are usually written with all major words capitalized.	Headlines: Capitalize the first word and all proper nouns. Other words are lowercase. This style makes headlines easier to process visually on the newspaper page. Students get confused because newspaper “titles” don’t follow school rules. A headline is not a title. It is a headline, with its own rules.
Punctuation	Standard usage	Newspapers follow standard usage, but there are some exceptions. One example concerns quotation marks in headlines. If a direct quote is used in a headline, it is set off by single quotes, not double quotes. The single quotes in headline type are easier to process visually and create less clutter on the page.
Grammar	Standard usage	Newspapers follow standard usage. Some situations may vary, such as hyphenation, abbreviations, etc.

K•W•L

KWL, or Know-Want-Learn, was developed by Donna Ogle, Ed.D., a past president of the International Reading Association (www.reading.org). Students are asked what they already KNOW about a topic, what they WANT to learn, and what they have LEARNed as a result of their reading.

- The teacher prepares a KWL chart.
 - Before students read the newspaper story, they list what they already know about the subject.
 - They then list questions they would like to know from the story.
- After they read the story, they fill in the last column. If a question has not been answered, they are directed to research resources to find the answers.

Know	What	Learn

ReQuest

ReQuest is designed to improve students' comprehension by developing questioning behavior. These steps can be used with a long newspaper story.

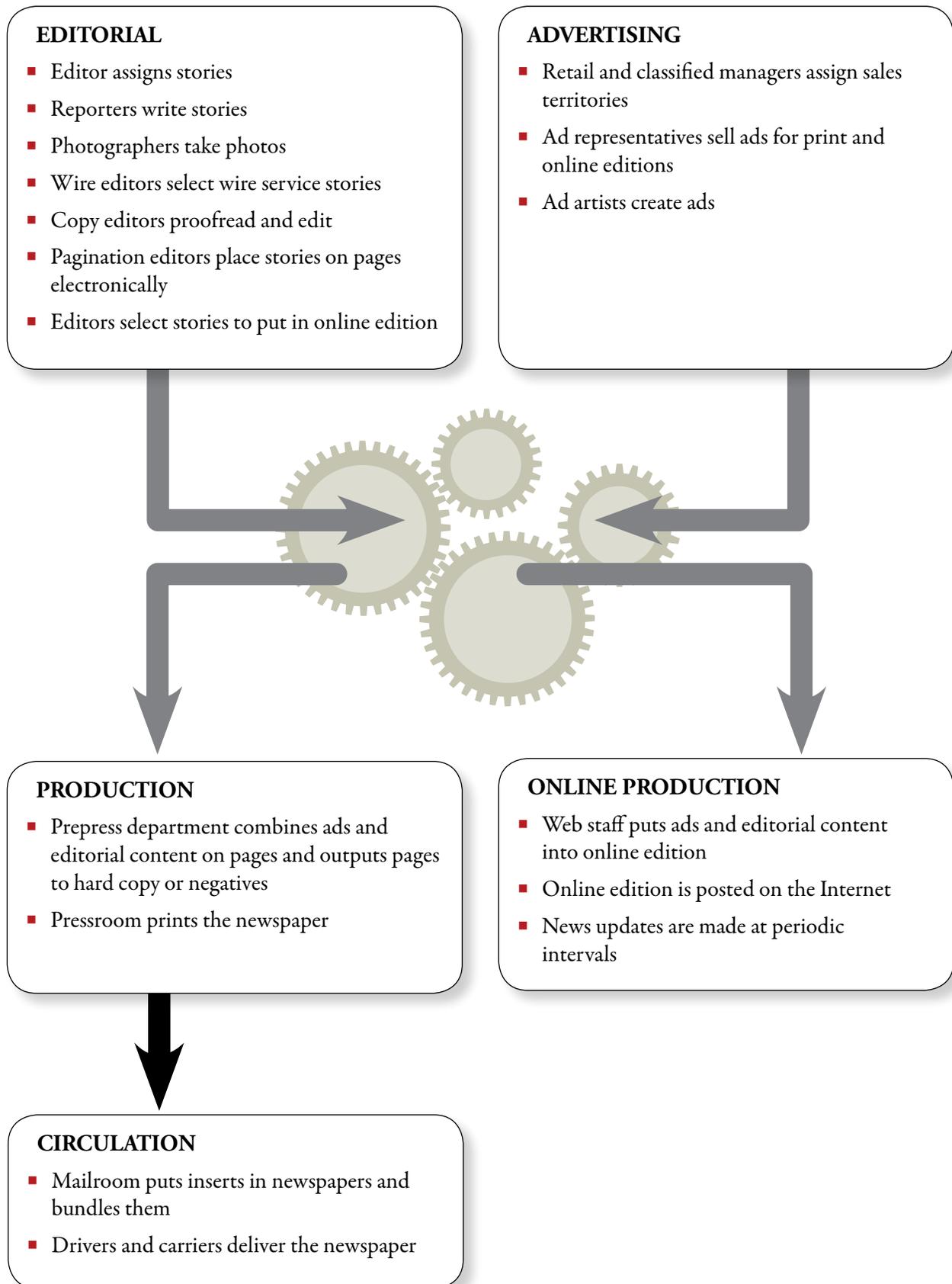
- The teacher and students read the first sentence silently. The students ask the teacher questions about the sentence. The teacher answers as clearly and completely as possible.
- Next, the teacher asks students questions about the same sentence. Students answer the questions.
- As students become more proficient with the strategy, longer passages can be used. At that point, they can do the ReQuest process with each other.

Reciprocal Teaching

With reciprocal teaching, educators model comprehension processes in a systematic way. It is particularly useful with text that has new facts and information. Reciprocal teaching uses the following method:

- Everyone reads a portion of the news story silently.
- The teacher models the steps in the procedure.
- The students summarize the selection in one or two sentences.
- The teacher questions the group with open-ended and not detailed questions.
- The teacher clarifies any difficult part of the passage by explaining, giving examples or drawing analogies.
- The students predict what the next section might be about.
- After the teacher's demonstration, students take turns following the same process.
- When students become proficient with the strategy, they can do it together without the teacher's assistance.

News Production



Newspaper Terms

Advertising

Activity of attracting public attention to a product or business, i.e., paid announcements in print, online or on the air.

Beat writer

Reporter who covers a specific topic, place or team.

Budget meeting

Gathering in which the editorial staff discusses the schedule of stories for the next day. Many newsrooms have more than one such meeting daily.

Byline

Writer's name at the beginning of the article.

Circulation

Total number of people who subscribe to the newspaper or buy it from a vendor.

Classified ad

People-to-people advertisements for items that individuals or businesses seek or want to buy or sell, i.e., a job, vehicle or house. Called "classified" because ads are classified by category. Also called "want ads."

Columnist

Writer of a column that appears regularly in the newspaper and/or online. Frequently offers opinions on current events.

Cutline

Caption accompanying a photo or graphic.

Dateline

Word(s) at the beginning of a news story indicating the date and place of the story's origin.

Display ad

Larger ad that often includes photography (or art) and text. Display ads can run anywhere in the newspaper.

Edit

Revise, proofread, write a headline and/or approve a story or graphic for publication.

Edition

One of several versions of a newspaper issued in one day.

Editorial

Article on the editorial pages stating the newspaper's opinion.

Firsthand information

Facts gathered about an event through direct experience.

Feature

Story in which the basic purpose is to emphasize how and why something occurs.

Flag

Name of the newspaper on the front page, set in a particular type style for easy recognition. Also known as banner or nameplate.

Foreign correspondent

Journalist who gathers news outside the United States.

Index

Listing, usually on the first or second page, that refers readers to stories and sections throughout a publication.

Journalist

Editors, reporters, photographers, designers, artists and researchers who gather information and produce content for print, online and broadcast.

Kill

Determine before publication not to use something already produced, or remove content between editions after print publication or at any time online.

Layout

Plan or sketch of each newspaper page indicating where photos, articles, ads and headlines will be placed.

Lead

First paragraph of a story, designed to give readers the most important information and “lead” them to continue reading. Also spelled “lede.”

Masthead

Box of information, usually found on the editorial page, containing names of the newspaper, its ownership and management.

News service

Company or cooperative that produces stories and photos, and sends them via satellite or computer to newspapers, websites and broadcast outlets for publication. See “syndicate.”

News story

Article that includes important details of a newsworthy event with emphasis on who, what, where, when, why and how (the 5Ws and the H).

Newsworthy

Events and information that readers want and need to know immediately and that might have an impact on people’s lives.

Obituary

Staff or news service article with information about a death and the deceased. Differs from a “death notice,” a paid ad with information usually supplied by a funeral home.

Pagination

Process of designing and producing a full page of the newspaper on a computer.

Photo/graphic credit

Name of photographer or graphic artist, often placed to the right above the cutline or horizontally next to the photo or graphic.

Publisher

Person responsible for the total operation of the newspaper.

Refer

Lines of type, sometimes including art, that refer readers to stories inside the newspaper. Pronounced “reefer.”

Review

Critic’s report about a book, movie, television show, musical recording, performance, concert, restaurant, architecture, etc.

Scoop

Exclusive story.

Staff writer

Reporter employed by the newspaper.

Syndicate

News service that sells columns, comics and specialty features to newspapers, websites and broadcast outlets.

Tip (or leak)

Information from a source outside the newsroom that leads to an interesting news or feature story.

Online Resources

International Reading Association

www.reading.org

National Archives and Records Administration

www.archives.gov

Newspaper Association of America Foundation

www.naafoundation.org

Reading Rockets

www.readingrockets.org

ReadWriteThink

www.readwritethink.org

SchoolTube

www.schooltube.com

Student Press Law Center

www.splc.org

TeacherTube

www.teachertube.com

Teach First Amendment

www.teachfirstamendment.org

Today's Front Pages

www.newseum.org/todaysfrontpages

U.S. Government

www.usa.gov

U.S. Newspaper Links

www.50states.com/news
