

Reading, Writing and the LA Times



Times in
Education

Reading, Writing and the LA Times

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INTRODUCTION

Welcome to *Reading, Writing, and The Times*. We are pleased you are joining the growing number of educators who are making their curriculum more relevant and exciting with the newspaper.

The lessons in this guide are designed to help you teach the State of California's English-Language Arts content standards in a real-life context using the Los Angeles Times, and The Times daily eNewspaper, a digital replica of the printed paper, as a living textbook.

The lessons are keyed to a matrix, located on pages 7-11 of the guide, which shows at a glance which content standards are covered in each lesson. The lessons themselves are not designed for any one particular grade, but they can be readily modified to suit the particular needs and abilities of your students.

Reading, Writing, and The Times is one of a variety of curriculum guides produced by the Los Angeles Times in Education Program for educators from Kindergarten through Grade Twelve. Each guide facilitates use of the newspaper as an instructional tool and provides applications to help improve students' reading, writing, math, and critical thinking skills.

GRADES 6-12 ENGLISH-LANGUAGE ARTS CONTENT STANDARDS MATRIX

		The Main Idea	Character Traits	Scavenger Hunt for Style...	Recurring Themes	Exploring Cause and Effect	What Makes News	Reading for Details	Literary News	Before and After	The Power of Persuasion	Making Inferences	Seeing Both Sides	Retelling the Story	Vocabulary in the News
GRADE 6 – READING FOR LITERATURE															
RL 2	Determine the theme of a text	X			X										
RL 9	Compare and contrast texts		X												
GRADE 6 – READING FOR INFORMATIONAL TEXT															
RI 1	Cite text to support inferences											X			
RI 2	Determine the central idea of a text					X			X						
RI 3	Analyze how an individual is introduced		X												
RI 4	Determine the meaning of words														X
RI 5	Analyze sections fit in the text structure							X	X	X	X				
RI 5a (CA)	Analyze the use of text features						X								
RI 6	Determine authors point of view							X					X		
RI 8	Evaluate the argument in a text							X							
RI 9	Compare and contrast presentations							X							
RI 10	Read with grade level complexity														X
GRADE 6 – WRITING															
W 1	Write arguments to support claims												X		
W 2	Write informative essays		X			X									
W 2a (CA)	Introduce a topic/thesis	X													
W 3	Write a narrative									X				X	
W 4	Write appropriate to task and audience			X					X	X	X				
W 5	Edit and revise										X				
W 6	Publish writing using technology								X						
W 7	Conduct short research projects				X										
W 10	Write routinely for a range of purposes				X	X			X						
GRADE 7 – READING FOR LITERATURE															
RL 2	Determine the theme of a text				X										
RL 3	Analyze how drama elements interact													X	
RL 9	Compare and contrast texts		X												

GRADES 6-12 ENGLISH-LANGUAGE ARTS CONTENT STANDARDS MATRIX

		The Main Idea	Character Traits	Scavenger Hunt for Style...	Recurring Themes	Exploring Cause and Effect	What Makes News	Reading for Details	Literary News	Before and After	The Power of Persuasion	Making Inferences	Seeing Both Sides	Retelling the Story	Vocabulary in the News
GRADE 7 – READING FOR INFORMATIONAL TEXT															
RI 1	Cite text to support inferences											X			
RI 2	Determine the central idea of a text	X													
RI 3	Analyze character and event interaction		X			X									
RI 4	Determine the meaning of words														X
RI 5	Analyze sections fit in the text structure							X	X	X	X				
RI 5a (CA)	Analyze the use of text features						X								
RI 6	Determine authors point of view							X					X		
RI 8	Evaluate the argument in a text							X							
RI 9	Compare and contrast presentations							X							
RI 10	Read with grade level complexity														X
GRADE 7 – WRITING															
W 1	Write arguments to support claims												X		
W 2	Write informative essays		X			X									
W 2a (CA)	Introduce a topic/thesis	X													
W 3	Write a narrative									X				X	
W 4	Write appropriate to task and audience			X					X	X	X				
W 5	Edit and revise										X				
W 6	Publish writing using technology								X						
W 7	Conduct short research projects				X										
W 10	Write routinely for a range of purposes				X	X			X						
GRADE 8 – READING FOR LITERATURE															
RL 2	Determine the theme of a text				X										
RL 3	Analyze how drama elements interact														

GRADES 6-12 ENGLISH-LANGUAGE ARTS CONTENT STANDARDS MATRIX

		The Main Idea	Character Traits	Scavenger Hunt for Style...	Recurring Themes	Exploring Cause and Effect	What Makes News	Reading for Details	Literary News	Before and After	The Power of Persuasion	Making Inferences	Seeing Both Sides	Retelling the Story	Vocabulary in the News
GRADE 8 – READING FOR INFORMATIONAL TEXT															
RI 1	Cite text to support inferences											X			
RI 2	Determine the central idea of a text	X							X						
RI 3	Analyze character and event interaction		X			X									
RI 4	Determine the meaning of words														X
RI 5	Analyze sections fit in the text structure							X	X		X				
RI 6	Determine authors point of view							X					X		
RI 8	Evaluate the argument in a text							X							
RI 9	Compare and contrast presentations							X							
RI 10	Read with grade level complexity														X
GRADE 8 – WRITING															
W 1	Write arguments to support claims												X		
W 2	Write informative essays		X												
W 2a (CA)	Introduce a topic/thesis	X													
W 3	Write a narrative									X				X	
W 4	Write appropriate to task and audience			X					X	X	X				
W 5	Edit and revise										X				
W 6	Publish writing using technology								X						
W 7	Conduct short research projects				X										
W 10	Write routinely for a range of purposes				X	X			X						
GRADE 9/10 – READING FOR LITERATURE															
RL 2	Determine the theme of a text				X										
RL 7	Analyze subject representation in different medium		X												

GRADES 6-12 ENGLISH-LANGUAGE ARTS CONTENT STANDARDS MATRIX

		The Main Idea	Character Traits	Scavenger Hunt for Style...	Recurring Themes	Exploring Cause and Effect	What Makes News	Reading for Details	Literary News	Before and After	The Power of Persuasion	Making Inferences	Seeing Both Sides	Retelling the Story	Vocabulary in the News
GRADE 9/10 – READING FOR INFORMATIONAL TEXT															
RI 1	Cite text to support inferences											X			
RI 2	Determine the central idea of a text	X							X						
RI 3	Analyze character and event interaction				X										
RI 4	Determine the meaning of words														X
RI 5	Analyze sections fit in the text structure							X	X						
RI 5a (CA)	Analyze the use of text features						X								
RI 6	Determine authors point of view												X		
RI 8	Evaluate the argument in a text							X							
RI 10	Read with grade level complexity														X
GRADE 9/10 – WRITING															
W 1	Write arguments to support claims												X		
W 2a (CA)	Introduce a topic/thesis	X													
W 3	Write a narrative									X				X	
W 4	Write appropriate to task and audience			X					X	X	X				
W 5	Edit and revise										X				
W 7	Conduct short research projects				X										
W 10	Write for a range of purposes				X	X			X						
GRADE 11/12 – READING FOR LITERATURE															
RL 2	Determine the theme of a text				X										
GRADE 11/12 – READING FOR INFORMATIONAL TEXT															
RI 1	Cite text to support inferences											X			
RI 3	Analyze character and event interaction				X										
RI 4	Determine the meaning of words														X
RI 5	Analyze sections fit in the text structure						X	X			X				
RI 5a (CA)	Analyze the use of text features														
RI 6	Determine authors point of view							X					X		
RI 10	Read with grade level complexity														X

GRADES 6-12 ENGLISH-LANGUAGE ARTS CONTENT STANDARDS MATRIX

		The Main Idea	Character Traits	Scavenger Hunt for Style...	Recurring Themes	Exploring Cause and Effect	What Makes News	Reading for Details	Literary News	Before and After	The Power of Persuasion	Making Inferences	Seeing Both Sides	Retelling the Story	Vocabulary in the News
GRADE 11/12 – WRITING															
W 1	Write arguments to support claims												X		
W 2	Write informative essays														
W 2a (CA)	Introduce a topic/thesis	X													
W 3	Write a narrative									X				X	
W 4	Write appropriate to task and audience			X					X	X	X				
W 5	Edit and revise										X				
W 7	Conduct short research projects				X										
W 10	Write routinely for a range of purposes				X	X			X						

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ACTIVE LEARNING STRATEGIES

INTRODUCTION

Reading, Writing, and The Times is a collection of lessons and learning activities that engage students in the process of learning as well as introduce them to the people, ideas, and events reported in the daily newspaper.

This section of **Active Learning Strategies**, written by Gary Kroesch from the University of California, San Diego, is designed to help teachers implement the lessons and meet the challenges and learning needs of a wide spectrum of students. On the following pages you will find a variety of strategies and activities that focus students on reading, writing and vocabulary development. In Kroesch's words, "As content standards and the high school exit exam continue to be developed and implemented, teachers in all disciplines will need to seek solutions, meet challenges, and embrace changes necessary to ensure quality education for their students. Many of the activities are designed to help support new effort to address these needs. They provide interactive and multi-sensory experiences for new rigorous challenges. The strategies will engage students who are good readers and writers, as well as students who process information in other ways, including those who respond better to auditory, kinesthetic or visual stimuli. The goal has been to provide many effective learning strategies that are active and constructive, including activities to develop reading skills, vocabulary development, active reading, and purposeful writing. When students have real purposes to read and write, they work hard to express themselves. Some of the activities are meant to encourage quick, informal writing and other exercises lead to more formal writing, such as persuasive letters, editorials, or reviews."

Active Learning Strategies will provide support and resources for teachers who have been searching for dynamic ways of engaging students with informational text.

About the Author

Gary Kroesch is a teacher in residence at the University of California, San Diego. An educator since 1975, Kroesch has taught grades six through twelve and is a National Board Certified Teacher in social studies. Kroesch also serves as codirector of the California History Social Science Project and is a reading instructor for pre-service teachers as well as for other education programs. He is the author of *The Write Path in History-Social Science* and has published several literacy articles. Kroesch participated in the development of the new document on literacy, *Strategic Teaching and Learning*, for the California Department of Education. He was one of the featured speakers at the 2001 California Reading Summit, *High School Reading in Crisis*. He, more recently wrote "What We Need to Face in American Education," published in 2011. He also spoke at AVID San Diego Summer institute: [youtube.com/watch?v=IM1vx1EyuF0](https://www.youtube.com/watch?v=IM1vx1EyuF0). Kroesch serves on many state and national committees.

ACTIVE LEARNING STRATEGIES

by GARY KROESCH

ACTIVITIES TO DEVELOP READING SKILLS

Guided Reading is a technique designed to move students to deeper levels of thought by guiding them to consider the relevance of information or the meaning of the text. When introducing a reading selection, ask students to think about the topic and to consider what they already know about it. Examine the title and ask students to make predictions about the reading. Set a purpose for the reading and encourage students' enjoyment of both the information presented and the writer's craft. As students read, pose questions to help them clarify and understand the main idea. When they have completed the selection, offer additional questions to encourage deeper levels of thought. Ask questions that might provoke different perspectives or encourage reflection. Allow students time to share their thoughts with a partner. This strategy may be done with a whole class or a small group. Teachers may also want to read a selection aloud to the class or use strong readers as reading models as other students follow along.

Learning Log is a written record of students' perceptions of how and what they are learning. Students are given opportunities for expressive writing so that they can articulate their thoughts, feelings, and opinions about the topic or reading. A learning log provides a vehicle for student reflection and metacognition, learning about one's own learning. Decide whether it is necessary to provide specific prompts to students. For example, have students answer questions such as — What did (or didn't) I understand about this reading? What do I wonder about this topic? How does what we read today relate to experiences I have had? Have students complete learning logs for a specific selection and share their responses with a partner. After partner discussions, have a class discussion about student responses.

Reciprocal Reading is an interactive instructional approach to help students understand what they read. Students respond to segments of a reading through a discussion process. The dialogue between segments is based on four processes: summarizing, questioning, clarifying, and predicting. Reciprocal reading may be used with a paired partner or with the whole class. Begin by modeling the process. Read a story or news article. Introduce questioning, summarizing, clarifying, and

predicting as helpful processes that good readers use. Stop at intervals and ask students to summarize or clarify. Pose questions that ask students to predict or formulate questions that have been answered at that point in the reading. When students work in pairs, have students go through the same process with their partners, then have a class discussion around student responses. Samples of reciprocal reading prompts:

- Summarize:** Retell what you have read in your own words. What is the author saying?
- Question:** Create a question that has been answered in the reading or articulate questions that remain unanswered at this point in the reading.
- Clarify:** Look for clues in the reading to clarify an idea or word.
- Predict:** Speculate about what is likely to occur next.

ReQuest is an interactive discussion with the reader and the listener. Read a featured article aloud to the class. Reading aloud provides students with a model for appropriate phrasing, inflection, and fluency. Pause after reading a section and pose a question to the audience. After discussion of the question, continue the reading. Then pause and ask students to construct questions that they want to ask about the reading. Continue reading, pausing, and responding to your students' questions about the article.

Think Aloud is an approach in which the reader verbalizes his or her own thought processes while reading orally to the students. Read an article aloud; tell students to follow along and listen to how you construct meaning. As you read, pause to describe any pictures forming in your head. Demonstrate how to use context clues and verbalize your thinking about a confusing point. State any questions or observations that come to mind during the reading. For example, "*I wonder why he said...*" or "*I can compare this situation to the time...*" or "*I don't understand where the story is going.*" Clarify or paraphrase key words or ideas. Share an analogy or make a personal connection to the material. Make predictions as you are reading. Additional questions for clarification of the reading could be "who, what, where, and why" questions such as, "*Who is speaking?*" or "*Where did this happen?*" You may want to find an interesting

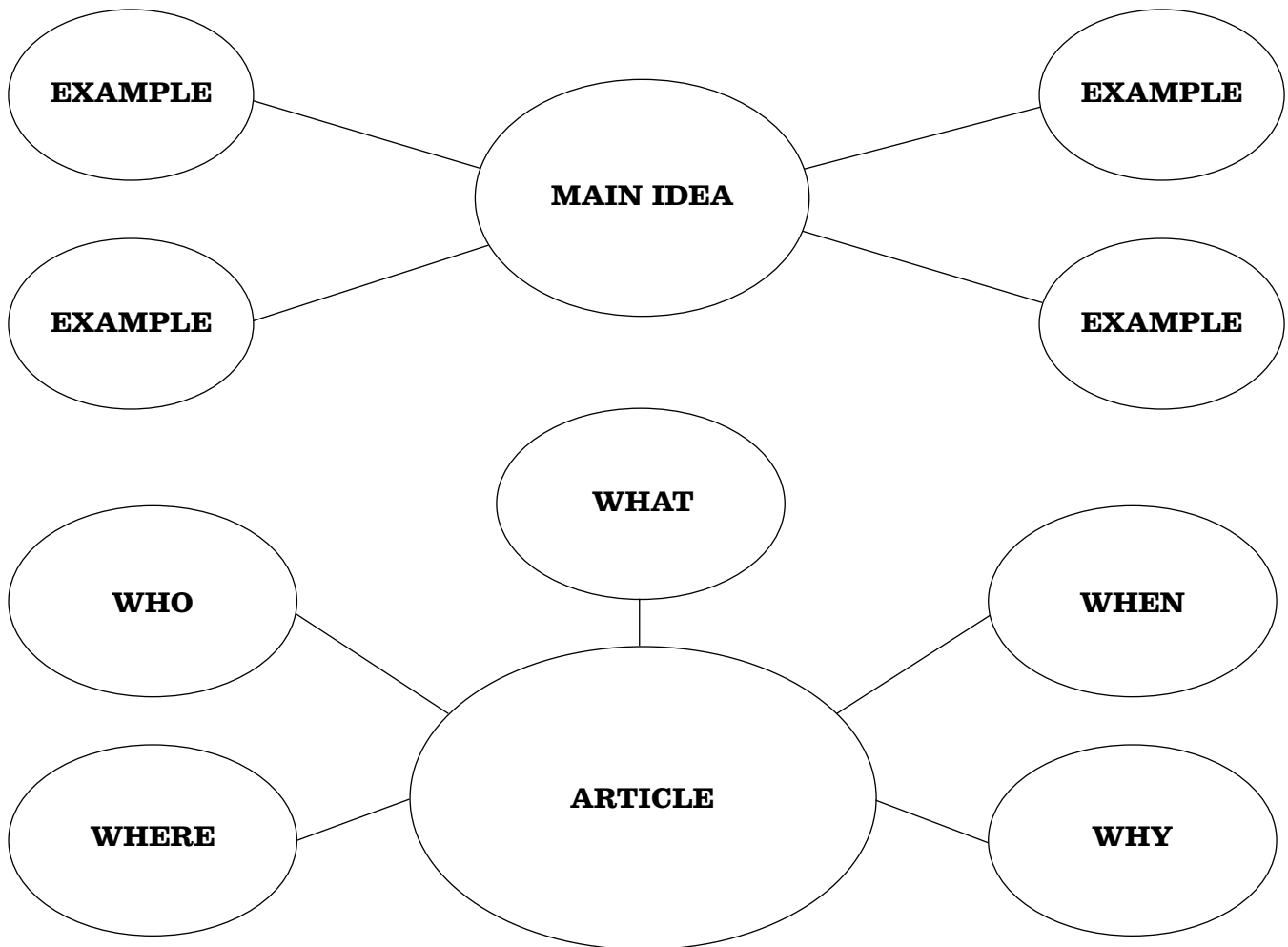
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news article and complete a think aloud while reading it to the class.

Think, Pair, and Share is a discussion strategy that encourages students to think and record ideas about a topic or a reading before discussing them. This strategy involves all students in focused conversations with partners before each pair shares with the class. Read an article. Present students with questions that direct their attention to the reading. Have students respond in writing and then share their responses with their partners. Continue reading and ask students to respond to various sorts of questions. Pose questions that are answered explicitly in the selection as well as questions that require students to make inferences

and to synthesize information. For example, “*Why do you think this individual did _____?*” “*Do you agree or disagree with this idea?*” “*Why?*” “*What is your position on this issue?*” Defend it. “*What do you think this person or group would say about this?*” “*Why?*” Find a newspaper article on an issue that is interesting or controversial and complete a think pair and share discussion.

Webbing will help students to determine the main idea and supporting details. Surround the main idea with examples or supporting text. Next, create additional circles branching off from the supporting details to add related thoughts. Students may web an article by identifying the who, what, when, where, why in a visual way.



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ACTIVE READING STRATEGIES

Analyzing Characteristics of Texts is an active reading strategy. Writers use patterns of organization to clearly present main ideas or themes. Guide students to look at the structure to unlock the meaning. For instance, some writers use chronological order, others use a compare and contrast or cause and effect organization. Help students to identify these different organizational techniques. Direct students to look at how the words a writer chooses may help them to determine a writer's attitude about a topic. For example, have students compare the attitudes conveyed by the words blabbed, tattled, or gossiped with the attitudes conveyed by the words reported, narrated, or told. In addition, most selections are written with a specific audience in mind. Writers may key their organization, word choices and other style elements to their intended audience. Working in pairs, have students identify the pattern of organization, word choices, and other style elements employed by the author. Ask students if they can identify a target audience for the selection.

Reader Response Journal is a strategy that encourages students to respond to a reading by adding their own reflections while reading. Encourage students to explore ideas, make responses, and take risks as they give opinions about the reading. One example of reader response is dialectical journal entries. Students are asked to divide the paper in half. On the left, they identify particular passages or quotations of significance in the reading. On the right, they respond, question, elaborate, make personal connections, evaluate, reflect, analyze, or interpret. Have students complete dialectical journals for a feature article and share their journal entries with partners. After partner discussion, have a class discussion about selected passages and student responses or interpretations.

Fishbowl Discussion is a strategy designed to help students understand basic discussion techniques, such as active listening, generating discussion from others' comments, and asking questions for clarification. A small group "in a fishbowl" carries on a discussion while the rest of the students in the class observe. The students observing will make notes about how the group participants manage to keep the discussion going. After the discussion,

observers share their positive observations about the level and flow of the conversation and share ideas. In addition, the observers share thoughts about how to improve the discussion.

Reading from Different Perspective is a strategy that guides students through a repeated reading of a selection and helps them to discover multiple points of view about an issue. This technique is especially engaging when applied to controversial issues about which there are several easily identifiable perspectives. Reread a specific article from various perspectives. For example, an article on the high school exit exam might be discussed through the perspectives of a teacher, parent, student, or politician. First have students read an article to get the gist of the material. List a number of perspectives on the board. Then divide the class into expert groups, each with an assigned perspective. Ask each group to reread as a group and discuss their needs, questions, concerns, and reactions to the issue. Most importantly, ask students to find passages or quotations from the article to support or refute their group's position. Have the groups share their viewpoints in a class discussion.

Questioning the Author is a technique designed to engage students in the ideas of the text and to build understanding. In this activity, students interact with the ideas the author is trying to get across and evaluate the author's clarity in expressing those ideas. There are many ways students can query the author. For instance, as students read they may seek out what the author is saying by stating "*that's interesting, I'd like to know more about...*" or "*I think the main point here is to show...*" or "*I'd like to ask the author why he used that example.*" Students may question interesting facts, vocabulary, or the author's style of writing. They may identify what they agree or disagree with in the article. As students read through the article, they react and record their queries. Have students share with partners their engagement with the author and their responses to the text.

Discussion Circles is a technique designed to have students engage in a discussion of an article, assuming the assigned roles of discussion leader, passage finder, illustrator, and word finder. After reading a featured article, students work on a specific task and share their interpretations about the reading in a group discussion.

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Allow students a specific amount of time to complete their task before the discussion. The discussion begins with the group leader asking a question. Throughout the discussion students share their creative insights. The discussion leader crafts a few questions about the article and facilitates keeping the discussion going by inviting students to share their ideas. The passage finder selects passages of interest, reads them aloud, and shares why he or she selected that passage. The illustrator draws a visual about one part of the reading and shares why he or she created that example. The word finder examines words (using a dictionary) and finds interesting examples of words used by the author in the reading. Find an interesting article and have students determine together what task they will complete to contribute to their group discussion. After the small group discussions, the group leaders share with the class any interesting interpretations or ideas.

Become a Reporter is a technique designed to engage the student's curiosity about an article on a particular person. Have students read an article about someone featured in the newspaper and create interview questions they would like to ask that person. Have them develop outlines of their questions and explain why they would like to ask each question. Have students share their questions in group discussions.

Photograph Analysis is a technique that engages students into photography. By examining a picture closely, students learn to evaluate the photographer's perspective or point of view. In pairs, have students discuss a photograph using the following questions:

- What is the action or subject in the picture?
- What details in the picture yield the most information?
- What questions do you have about the picture?
- What is the photographer's perspective on the subject of this photograph?

ACTIVE WRITING STRATEGIES

Writing Modes can be classified under four basic headings: *expository*, *narrative*, *descriptive*, and *persuasive*. Help students to improve their writing

by identifying and analyzing these modes of writing. **Expository writing informs and explains.** Some examples of expository writing include news articles, business reports, instructions, and textbooks. **Narrative writing contains characters, setting, and plot and relates to a sequence of events.** This writing may be true (nonfiction) or imagined (fiction). **Descriptive writing describes a location, a character, an object, an idea, or a feeling.** Good descriptive writing depends on the creation of vivid word pictures and the organization of those pictures into an effective pattern. **Persuasive writing is writing that tries to influence a reader to accept an idea, adopt a point of view, or take action on an issue.** Effective persuasive writing uses strong relevant evidence to support its claims. Have students work in pairs to find examples of each type of writing in the newspaper. Articles can be classified on a worksheet or bulletin board under the headings expository, narrative, descriptive, and persuasive.

Critical Review is a piece of writing that presents personal opinion about the positive and negative aspects of the reviewed story, book, movie, television program, play, compact disc, or musical event. The review writer may also make comparisons to other works in the same genre. Review writing may encourage a student's interest in writing because it gives the student an opportunity to express his or her opinions, feelings, and reactions to an event. Have students examine critical reviews in the newspaper and note some of the techniques that are employed. Then have each student select a topic of interest and write a critical review.

Letters to the Editor are letters from newspaper readers that comment on or respond to recent news events, news articles, editorials, editorial cartoons, or opinion articles. The writing style is short and concise. It cites the news item to which the writer is responding. This type of writing gives students the opportunity to express their opinions and reactions to current issues they have read about in the newspaper. Students may use personal pronouns such as "I" or "me" in their letters. Encourage students to support their opinions with facts as well as personal experiences. Have students examine some of the letters to the editor in the newspaper and discuss the attributes of an effective letter. Then have each student find a news story or an editorial about an issue the

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student is interested in and write a letter to the editor in response.

Editorials are persuasive articles written by a newspaper's editorial staff. The main purpose is to explain, interpret, criticize, or persuade. Editorials may include a recommendation for action that should be taken. Editorials use facts to support the opinions presented and may acknowledge or respond to arguments by those who hold opposing views. Ask students to read editorials in the newspaper over several days or weeks. Have students identify the news item or topic in each editorial and condense the focus of the editorial to one main idea. Help students to identify the supporting facts and arguments. Then have students construct an editorial about an area of interest to them. Ask students to outline the editorial, beginning with a main idea and then adding supporting facts and arguments. Direct students to write the editorial in third person. Provide opportunity for students to share and respond to one another's editorials.

Editorial Cartoon is a graphic commentary on a news event or current issue. The cartoonist's purpose is usually to evoke a strong (positive or negative) response from the reader. Cartooning uses both words and symbolic visuals to express the cartoonist's opinion. Have students read and discuss several editorial cartoons. Discuss the topic, the symbolism, and figurative language such as allusion or metaphors which may be employed. Emphasize to students that they must know key facts and events related to a topic before they will be able to create an effective editorial cartoon. Have student select a topic such as education, taxes, homelessness, unemployment, discrimination, or the environment and then follow items in the newspaper related to that topic. Finally, have students create an editorial cartoon that conveys their opinion or commentary on the topic they have selected.

Letters of Concern are letters written to a local lawmakers, council representatives, school board members, etc. expressing opinions, concerns, and suggesting courses of action. They are written in a standard business format. The opening paragraph should identify the focus of the letter in a way that will engage the reader. Subsequent paragraphs focus on the supporting facts, statistics, and examples which support the main idea of the letter.

The concluding paragraph summarizes the main points and restates the letter's thesis. Have students identify a local issue of concern and write a letter to an appropriate individual.

Poetry writing employs many forms. Creative and inventive poetry allows writers to condense ideas into few words and capture the essence of a topic or idea. Help students to refine and condense their ideas and feelings about a topic by expressing their thoughts in poetry. In an acrostic poem the title or theme is printed vertically, letter by letter. Each letter is used as a starting point in the construction of phrases or sentences to describe the topic. A narrative poem is about a character or an event and celebrates ideas and images in rhythms and rhymes. Other types of poems can be used as models for writing student interpretations. Cinquain, haiku and diamanté, for example, are forms that generate different views of subjects. Have students work with partners to create poems about specific topics or new events. Provide time for students to share their poems with the class.

Justify the Writer's Conventions is a strategy that helps students to examine and understand proper capitalization and punctuation marks as they apply to professional writing. Select a specific article and have students circle all the capitalized words in three or four paragraphs of the article. Then have students work with partners to make lists of the capitalized words and to justify why each word is capitalized. Students may refer to their textbooks if necessary. Next, have students underline all punctuation marks in the paragraphs selected. With their partners, have students list the punctuation marks and justify them. Have small group or class discussions around discoveries and justifications of conventions. It is recommended that students refer to their English textbooks for proper rules of punctuation and capitalization before completing this process.

ACTIVITIES FOR DEVELOPING VOCABULARY

Using context to determine meaning is a key technique for developing better reading and comprehension skills. Through this strategy, students learn to look for clues to a word's meaning that may exist in the sentence or passage in which

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the word is found. Students need to know that reading the preceding and following sentences may also provide information about a word's meaning. In this way, students develop strategies for dealing with new vocabulary so they can read text independently. An example: "*Contiguous countries, such as the United States and Canada, usually have border patrols*" Although a student may not know the meaning of "contiguous," they can figure out from the sentence that it means "adjoining." Have students work in pairs to look for new vocabulary words in a literary selection or a news story, then predict the meaning of the words through the context clues in the article. Have a class discussion to share students' responses.

Analyzing Words is a helpful comprehension technique for understanding new words when there are no useful context clues. Through analysis of the word itself and examination of its separate parts, the reader may be able to discover its meaning. Many unfamiliar words contain a familiar prefix, base word, root, or suffix. Since Latin, Greek, and Anglo-Saxon roots are the basis for much of English vocabulary, having some background in one of these languages can be a useful vocabulary tool. Knowing root words in other languages can help students determine meanings, derivations, and spellings in English. For example, "astronomy" comes from the Greek root *astro*, which means "relating to the stars." Have students look for words in news articles that have prefixes, suffixes, and root words. Then have small groups discuss the words, using prefix, suffix, and root word charts as necessary. Have a class discussion from student inquiry and interpretations.

Identifying Word Relationships is a technique that aids in comprehension and development of vocabulary. Some special word relationships include synonyms, antonyms, analogies, idioms, foreign words, exotic words, or words with multiple meanings. Have students read an article in the calendar or sports section of the newspaper. Ask them to record words on a chart, classifying them into specific kinds of word relationships. Then have students share their findings with a partner. Finally, have a class discussion about student recorded word relationships.

Keeping Word Lists of new words is a technique that encourages students to add new words they encounter to their working vocabularies. Have students keep lists of new words that they find interesting, unusual, or helpful. When students are selecting words that they find appealing, they are apt to view this development of vocabulary enjoyable. Help students to select significant and high-frequency words rather than obscure words for their word lists. As students complete other writing activities in class, encourage them to incorporate some of the new vocabulary acquisitions from their word lists.

Peer Vocabulary Teaching is a strategy in which students learn to identify difficult words in a selected reading and then have the opportunity to share or "teach" their words to one or more of their peers. First, students explain the reasons for choosing the words they have selected. Then they enter the words on personal word lists, use word analysis and/or context clues to infer the meaning of the words, consult the dictionary to clarify the definitions, and then teach the words and their meanings to peers. [The **Vocabulary in the News** lesson provides a chart on which students can record this process.] Students may also want to add a symbol or an illustration to help remember and teach their word.

THE MAIN IDEA

OBJECTIVE

Students will identify the main idea in news stories, write descriptive sentences, then shorten their sentences into headlines.

MATERIALS

Classroom set of The Times, and the daily eNewspaper, pre-selected news stories with headlines removed.

PROCEDURES

Using a copy of the newspaper, point out a headline and lead paragraph to the class. Explain how the lead or opening paragraph of a news story summarizes the news event by telling who, what, where, when, and why (or how). After reading a headline and a lead paragraph aloud, ask the class to read the entire news story and then assess how well the headline and lead paragraph summarize the news event.

Divide the class into pairs. Have students alternate reading the lead paragraph of a news story aloud to the their partner, who then thinks of a headline for the news story. Then ask students to compare their headlines with the actual headlines in the newspaper. During this exercise, make sure students note the abbreviated writing style often used in newspaper headlines.

Distribute copies of pre-selected news stories with the headlines removed (one for each student). Have students summarize the news stories by writing sentences that contains “the five Ws” (who, what, where, when, and why or how).

Next, have students condense their main idea sentences into headlines.

Have students share their headlines with the class. How well does each headline convey the main idea of the associated news item?

EXTENSION

Reading and Thinking Skills: Ask each student to pick an event from a story or novel that he or she has read. Have students summarize the event by creating a 5 Ws chart as shown on page 8. Students should then write a headline from their web that conveys the main idea.

CHARACTER TRAITS

OBJECTIVE

Students will analyze the similarities and differences between people in the news and characters from literature, use Venn diagrams to illustrate their findings, and write paragraphs comparing and contrasting the characters they have selected.

MATERIALS

Classroom set of The Times or the daily eNewspaper, Venn diagram worksheets, copies of literary works such as short stories, novels, or plays.

PROCEDURES

With the class, brainstorm or cluster as many qualities and details that students can remember about a character in a literary work that the entire class has read. Write this list on the blackboard.

Distribute newspapers or direct students to log on to The Times eNewspaper. Give students several minutes to scan the newspaper then ask each to select and cut out a news story about a person who interests them. If using the eNewspaper, students will need to print their items and then cut them out. Then have students brainstorm or cluster the characteristics of the person in the news they have selected.

Review with the class the characteristics of a character from literature developed in Step 1 above. Draw two overlapping circles on the board to form a Venn diagram. Then guide students in filling in the Venn diagram on the board by comparing and contrasting the characteristics of the character from literature with the characteristics of the person in the news. Follow the example shown below.

Now divide the class into groups and distribute the Venn diagram worksheets. Instruct students to repeat the procedures of above with their group by selecting a character from literature, identifying traits of that character, selecting a person in the news, and identifying traits of that person. Each group should then complete its worksheet by comparing and sorting the traits of the two selected characters.

When groups have completed their Venn diagrams, break up the groups and instruct students to use their diagrams to individually write a paragraph that shows how the character from literature is both similar to and different from the person in the news. Their paragraphs should contain at least three similarities and three differences, and they should indicate which similarities and differences are most interesting and explain why. Students should write their first drafts focusing on ideas rather than on spelling and mechanics.

CHARACTER TRAITS *(continued)*

Have students exchange their paragraphs, articles, and Venn diagrams with peer partners. The peer partners should evaluate whether or not:

- all entries on the Venn diagram are parallel
- all facts of the literary work and the newspaper article are accurate
- the paragraph is written according to the directions given in the last paragraph on page 19

Based on the feedback of their peer partners, students should edit and revise their work before they hand in the final copies.

EXTENSION

Interdisciplinary Connection: Students can use Venn diagrams to compare and contrast other people, places, or things. For example, ask students to compare and contrast a current world leader with a leader from history or to compare and contrast the issues of today with those of another time.

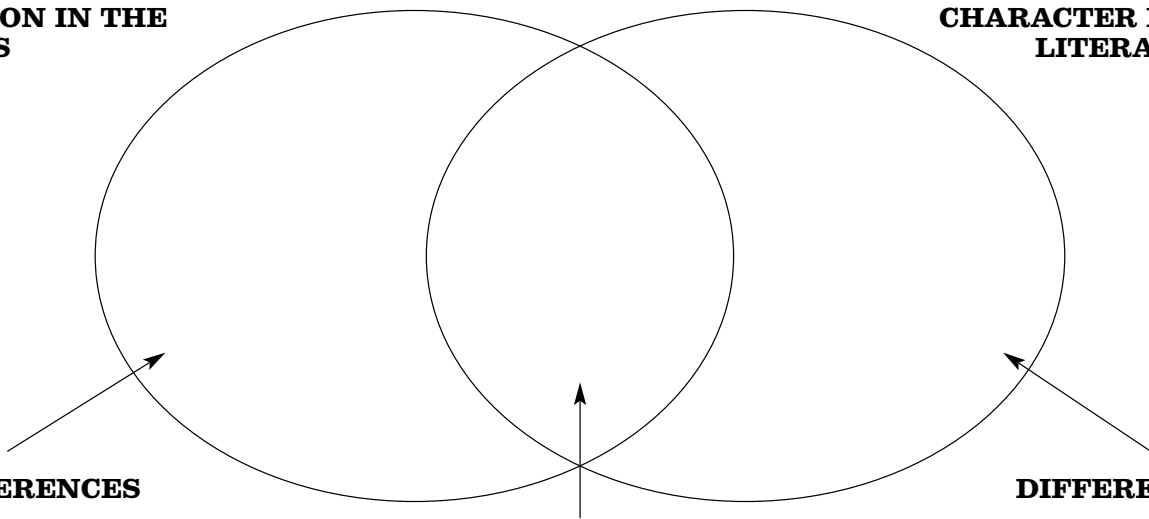
PERSON IN THE NEWS

CHARACTER FROM LITERATURE

DIFFERENCES

DIFFERENCES

SIMILARITIES



SCAVENGER HUNT FOR STYLE AND CONTENT ELEMENTS

OBJECTIVE

Students will search for examples of different writing styles and content elements in the newspaper, then write a paragraph employing some of the different style and content ideas they have found.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of the Scavenger Hunt worksheet.

PROCEDURES

Distribute copies of the newspaper or direct students to log on to The Times eNewspaper. Distribute worksheets. Give the class a few minutes of free reading time, then ask students to see how many examples of the following different story content elements they can find in the newspaper. Encourage students to be creative and to utilize all sections of the newspaper (for example, movie reviews, advice columns, and ads, in addition to news stories). Have students list the content elements they find on their worksheets. Discuss their findings.

- a family conflict
- a mysterious or suspenseful event
- an unresolved problem
- a problem that has been solved
- a tragic event
- man versus nature
- something that reminds you of your own life
- a geographical or cultural setting different from your own
- an event that may affect future generations
- a person who is like you in some way

Now ask students to see how many of the following different kinds of writing styles they can find in the newspaper. Have students list examples of the writing styles they find on their worksheets.

- a factual report
- a short summary
- an opinion
- a letter
- a review or critique
- dialogue or live action
- humor or satire
- analysis of a graph, table, or chart
- a vivid description
- biographical information
- persuasive writing
- research results
- first person narrative
- third person narrative

Lead a class discussion of students' findings. Ask if any of the content and style elements they found in the newspaper are also employed in novels or stories the class has read.

Have students write a paragraph using one or more of the style and content elements the class has found. Before writing, students should think about and identify the style and content elements they will use.

Ask students to exchange their paragraphs with a partner. Each student should then try to identify the style and content elements their partner employed. Can the reader easily determine what style and content elements the writer intended to use?

SCAVENGER HUNT FOR STYLE AND CONTENT ELEMENTS WORKSHEET

CONTENT ELEMENT	NEWSPAPER EXAMPLE	HEADLINE & PARAGRAPH

WRITING STYLE	NEWSPAPER EXAMPLE	HEADLINE & PARAGRAPH

RECURRING THEMES

OBJECTIVE

Students will identify themes from literature, then look for real life examples of these themes in the newspaper.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of Recurring Themes worksheet.

PROCEDURES

Brainstorm with the class some of the literary themes that are used in different stories they have read. Examples could include:

Don't judge a book by its cover / beauty is skin deep ("Cyrano de Bergerac," "The Hunchback of Notre Dame")

Man against nature ("Moby Dick," Jack London stories)

Self-discovery ("Their Eyes Were Watching God")

Coming of age ("Huckleberry Finn," "The Catcher in the Rye")

People hating or fearing what they don't understand ("To Kill a Mockingbird")

Finding one's destiny / staying true to oneself ("Jane Eyre")

Feuding families / ill-fated love ("Romeo and Juliet")

Make a list of themes the class identifies on the board.

Distribute newspapers or direct students to log on to The Times eNewspaper. Distribute worksheets. Working individually or in small groups, ask students to fill in the themes the class identified in the left column on their worksheets. Students should then look for examples of these themes in the news. Remind students that they might find examples in a variety of places, such as the comics, ads, advice columns, or movie listings. Each group should write the examples of each theme that it finds in the middle column of the worksheet.

Have each group share its findings with the class. Ask students how literature imitates real life and request examples.

Next, ask each group to discuss books they have read that made use of themes similar to the ones on their list. Students should fill in the third column with the names of the books which use these themes. Alternatively, students may also complete this column with the titles of appropriate movies or television shows.

EXTENSIONS

Writing Skills: Students can use one of the literary themes they have identified to write their own stories, with different characters in different settings.

Assign research project: Assign each student an author and a piece of the author's literature. Student will compare author's work and personal life in an essay. Have each student present their findings and discuss recurring themes.

RECURRING THEMES WORKSHEET

THEME	EXAMPLE IN NEWS	ADDITIONAL EXAMPLE

EXPLORING CAUSE AND EFFECT

OBJECTIVE

Students will explore the causes and effects of problems reported in the newspaper.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of the Exploring Cause and Effect worksheet.

PROCEDURES

Distribute newspapers, or direct students to log on to The Times eNewspaper, and give students 15 minutes free reading time. Direct students to identify problems they see in the news. Problems can be depicted in photographs, described in news stories, or discussed in advice columns. The problems students identify do not have to be serious or even real – problems can even be illustrated in the comics.

Call on students and ask them to name problems they found reported in the news. Make a list on the board of problems that might affect students.

Discuss the meaning of “cause” and “effect” with the class. Pick an example from the problems listed on the board and have students consider what might have caused this problem and what its effects might be. For example, if a headline reads “Massive Storm Ties Up Traffic,” causes of the storm could include a low pressure system, the position of the jet stream, hurricanes, or global warming. Effects, in addition to traffic congestion, could include erosion, flooding, crop damage, etc.

Distribute worksheets and give students additional time to skim the newspaper. Tell students to look for additional problems in the news that they would like to write about. Make sure that each student identifies two problems and lists them in the spaces on the worksheet.

Have students complete their worksheets by considering the causes and effects of the problems they identified. Encourage students to be creative — they may think of causes or effects that are not mentioned in the news item.

EXTENSIONS

Interdisciplinary Connection: After students have gained some familiarity with thinking about events or issues in terms of problems, causes, and effects, ask if they can think of ways to apply this kind of analysis to topics in social studies, history, or science.

Writing Skills: Have students write short essays describing problems they find reported in the news. Organizing their thoughts in terms of problems, causes, effects, and possible solutions can help students develop good topic sentences and guide the structure of their essays.

EXPLORING CAUSE AND EFFECT WORKSHEET

NEWS EVENT #1:

WHAT CAUSED (OR HELPED TO CAUSE) THIS EVENT?

WHO MIGHT BE AFFECTED BY THIS EVENT? HOW?

NEWS EVENT #2:

WHAT CAUSED (OR HELPED TO CAUSE) THIS EVENT?

WHO MIGHT BE AFFECTED BY THIS EVENT? HOW?

WHAT MAKES NEWS?

OBJECTIVE

Students will create their own lists of criteria that make an item newsworthy, then evaluate the reasons why various items were chosen to be on the front page of the newspaper.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of attached What Makes News? worksheet.

PROCEDURES

Introduce lesson by discussing the meaning of the word “criteria.” Give an example, such as:

You want to buy a car. Cars have a wide variety of attributes. There are inexpensive cars, luxury cars, sports cars, cars that get good gas mileage, cars that can carry a lot of passengers and cargo, etc. Before you determine what car to buy, you must decide which of these attributes are important to you. The attributes that are most important to you become your criteria for buying a car. You will only buy a car that meets these criteria.

Explain that newspaper editors must decide which items to put on the front page of the newspaper. What separates these items from all the other items in the newspaper (and news events that are not even reported on in the paper)? To decide which items to print, editors use their own lists of criteria.

Ask students to consider what they think makes an item newsworthy. Lead a class discussion and write students’ ideas on the board.

Some possibilities include items or events that:

- affect people all over the country or world
- are very odd or unusual
- are things that could happen to you or me
- concern famous people that many people are interested in
- affect health or the environment
- affect your town or community
- are very dramatic or emotional
- are funny or entertaining
- affect the economy/cost money

Distribute copies of the newspaper or direct students to log on to The Times eNewspaper. Distribute worksheets. Have students complete their worksheets by listing each headline from the front page and then deciding which criteria were used to select that item. Students can use the criteria identified above or additional criteria they may think of themselves.

Lead a discussion about which items students would put on the front page if they were newspaper editors. Students should be prepared to discuss the criteria they would use to make their decisions.

EXTENSION

Media Connection: Ask students to consider whether their decisions about which items are newsworthy would vary with different media sources (such as television, radio, the Internet, or magazines). Students should give reasons for their responses.

WHAT MAKES NEWS? WORKSHEET

FRONT PAGE HEADLINES	CRITERIA USED TO PICK THIS HEADLINE

READING FOR DETAILS

OBJECTIVE

Students will read an editorial or opinion piece in the newspaper and assess how details help illustrate or support the author's position.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of the Reading for Details worksheet.

PROCEDURES

Ask two or more volunteers to give their opinions on a topic the whole class knows about. Warn them that the class will later judge their persuasiveness. The opinions could be about a movie, sports, a school activity, etc.

After the students have given their opinions, ask the class to rate the persuasiveness of the speakers. Ask them to explain their evaluations. What made one student more persuasive than another? What details did students use to illustrate or support their opinions?

Explain to the class that the editorial page of a newspaper consists of opinion articles, the strength of which depends on how the author uses details. An article with fewer details does not have as much persuasive power as one that provides the reader information to make an intelligent decision for herself.

Distribute newspapers, or direct students to log on to The Times eNewspaper, and have them find the editorial and opinion pages of the newspaper.

Divide the class into groups and distribute copies of the Reading for Details worksheet. Instruct students to select an editorial or opinion column and read it critically and objectively, leaving aside their own opinions.

Tell students they must assess how the author uses details to support her opinion. Students should also be aware of details the author omits or avoids. Have students consider what they find more persuasive, an author who includes all details or one who asserts details in her favor and omits those not in her favor.

When students have completed their worksheets, have each group share its findings with the class.

EXTENSION

Reading and Thinking Skills: Have students look for details when reading other types of material for school or for fun. For example, how do details help develop the characters or setting of a story?

READING FOR DETAILS WORKSHEET

DIRECTIONS: What details does the writer provide to support her opinion? Complete the worksheet with details you see, as well as details you do not see.

As an example, suppose a writer thinks that mandatory motorcycle helmet law is useless. She includes the supporting detail that this law has actually resulted in a higher head-injury rate. This result is counter intuitive – until we find out that the number of head-injury deaths has dropped after the law was enacted. Considering the details that the author includes and excludes, is the author persuasive?

Answer the following questions based on the editorial or opinion column you selected.

Main point. What is the topic of the article? What is the writer's opinion about this topic?

Supporting details. What details does the writer include to support the opinion?

1.

2.

3.

Is anything missing? Is there anything the author left out that you would like to know before making up your own mind?

LITERARY NEWS

OBJECTIVE

Students will analyze an event from literature and identify the major news ingredients (who, what, when, where, why and how), then write a news story about the event using the inverted pyramid news writing style.

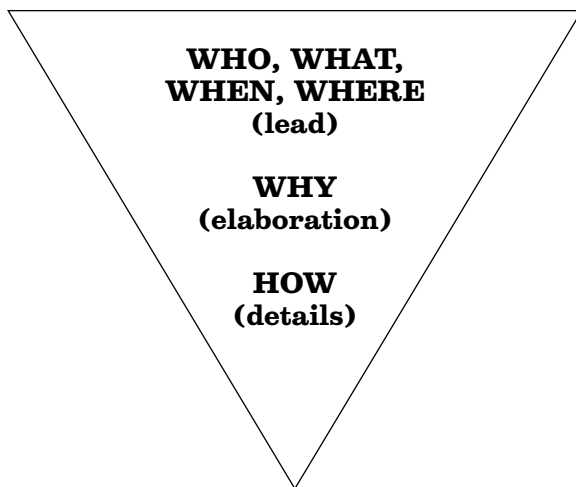
MATERIALS

Classroom set of The Times or the daily eNewspaper.

PROCEDURES

Have students read through The Times and choose a short news story that they find interesting.

Review or teach news story structure by asking students to analyze the news story that they have chosen. Refer to the inverted pyramid below:



The first four items (who, what, when, and where) should appear at the beginning of the news story, called the “lead.” The story should then go on to explain why and how in subsequent sentences or paragraphs.

Discuss with students a story or novel they have read. Help the class make a list of events that occurred in the story that people in that time and place would have considered to be “news.” Each student should then choose one event from the story that he or she would like to write a news story about. Encourage students to create a cluster based on their chosen events for each part (lead, elaboration, details) of the inverted pyramid.

Have students use the inverted pyramid structure to write a news article about the event they have chosen from the story. In their first drafts, students should concentrate on following the structure of a news article, rather than worrying about the correctness of their writing mechanics.

Students can exchange their news stories with a partner or share them in small groups. Feedback from peers should focus on the following:

- Does the story follow the inverted pyramid structure?
- Are the statements about the story accurate?

Students should revise their news stories based on the feedback they receive from their peers and then proofread to check spelling, punctuation, capitalization, and usage before turning in their papers.

EXTENSIONS

Technology Skills: The class’s news stories can be assembled and published in a newspaper format using computer software programs.

Genre Focus: Explain that newspaper and magazines contain many examples of expository writing, or writing that explains and informs. Although there are many kinds of expository writing, all expository writers share one goal: to present a clear, concise explanation that readers will find interesting and informative.

BEFORE AND AFTER

OBJECTIVE

Students will identify the sequence of events in a newspaper item, then depict the cause and effect of events by adding frames to comic strips.

MATERIALS

Classroom set of The Times or the daily eNewspaper.

PROCEDURES

Select a news story, a movie review, an advice column, or other item from the newspaper that narrates a sequence of events. Read the item you selected aloud to the class. Then ask the class to tell you, in order, the events that took place in the item you read. Write these events on the board.

Ask students for their ideas about what might have happened before or after the sequence of events reported in the news item. What was the cause of the sequence of events? What might be the effects of the news item?

Distribute copies of the newspaper or direct students to log on to The Times eNewspaper. Have students turn to the comics page. Explain that the frames of a comic strip show a sequence of events. Practice reading several comic strips together, then going through them frame by frame to determine what happened first, what happened next, and what happened last.

Have each student pick a favorite comic strip, cut it out, and paste it to a sheet of paper. If using The Times eNewspaper, students will need to print their items and then cut them out.

Tell students to draw a box for a new frame at the beginning of the comic strip. Ask them to consider what might have caused the events in the comic strip to have happened. Then have them fill in their new frame with pictures and words that depict something that might have happened before the sequence of events in the comic strip.

Now have students draw another box for a new frame at the end of the comic strip. Ask them to think about the effects of the comic strip story, then fill in their new frame with something that might happen after the events in the comic strip. Create a bulletin board to display students' "new and improved" comic strips.

EXTENSION

Writing Skills: Students can apply the concepts in this lesson by identifying the sequence of events and then "writing the next chapter" to a book or story they have read.

THE POWER OF PERSUASION

OBJECTIVE

Students will use examples from the newspaper to identify target audiences and to recognize the persuasive techniques used to appeal to those audiences.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of the Power of Persuasion worksheet.

PROCEDURES

Ask the class if they have seen toy or breakfast cereal commercials on Saturday morning television. Discuss how these advertisements help persuade children to want those products and to ask their parents to buy them. These commercials were designed for a certain target audience — children!

Discuss how other commercials and advertisements are aimed at specific audiences. Ask the class to think of examples of ads that are designed to appeal to men, women, teenagers, seniors, or other groups.

Identify the class as a target audience. Distribute newspapers or direct students to log on to The Times eNewspaper and ask students to look at the advertisements throughout the newspaper. Pick out ads that are directed towards teenagers or young people (for example, ads for videos, CDs, or clothing). Discuss with the class the techniques that are used to make the ads appeal to them.

Have students look for ads in the newspaper that are targeted towards women. Have a student hold up an ad and ask the class to identify why they think it is intended to appeal to women. What techniques or devices are used to attract the attention of women?

Distribute copies of the Power of Persuasion worksheet. Work through an example with the class. Select an ad from the newspaper and identify different characteristics of the language and pictures used. Note how the words and pictures try to make a product appear durable, glamorous, economical, or luxurious. Based on these clues, ask the class to determine the ad's target audience.

Then have students complete their worksheets using examples they find in the newspaper. Make sure they include:

- an ad targeted towards men
- an ad targeted towards children
- an ad targeted towards people who drive
- an ad targeted towards people in a specific job or profession

EXTENSION

Have students create ads that target a specific group or several. Create ads for products that most people use daily — cereal, toothbrush, toilet paper — market it to different ages, genders, etc.

THE POWER OF PERSUASION WORKSHEET

DIRECTIONS: Look through the newspaper to find examples of ads to complete the worksheet.

PRODUCT OR SERVICE	TECHNIQUES USED	TARGET AUDIENCE
		MEN
		CHILDREN
		PEOPLE WHO DRIVE
		PEOPLE IN A SPECIFIC JOB OR PROFESSION (name it)
		OTHER (name it)

MAKING INFERENCES

OBJECTIVE

Students will learn to differentiate between direct observations, generalizations, and inferences by identifying statements within a news article that answer specific questions, then making generalizations and inferences based on supporting evidence in the article.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of the Making Inferences worksheet.

PROCEDURES

Take a brief visual survey of the clothing your students are wearing. Make a few direct observations (for example, Danny is wearing a sweater or Marie brought a sweatshirt). Next, make a generalization (such as everyone is wearing warm clothes). Then make an inference (such as the weather is cold today).

Write the words “Observations, Generalizations, and Inferences” on the board. Explain what each word means. Repeat the statements you made above, and ask the class to decide which of the three categories each of your statements belongs in.

Select a headline from the front page of the newspaper. Read the headline and ask students what the article is about. Have them point to the words that serve as clues. Tell students they have just made direct observations.

Distribute newspapers, or direct students to log on to The Times eNewspaper, and have them go to an article you have pre-selected. Read the article aloud and identify several direct observations that could be made. Next, make a generalization and guide students to the evidence in the article that supports your generalization. Then make an inference based on information in the article and explain the reasoning behind your inference.

Remind students that generalizations and inferences should be based on evidence. Make up several additional generalizations about the article in the above paragraph (some based on evidence and some not) and have students determine whether or not your generalizations are based on evidence.

Distribute copies of the Making Inferences worksheet. Working individually or in small groups, have students select other articles from the newspaper to use for completing the worksheet.

After students have completed their worksheets, lead a class discussion about the conclusions they reached. Ask students to explain how they reached their conclusions.

EXTENSION

Reading and Thinking Skills: Have students reread a short story from literature and make inferences based on what the characters say and do. Ask students to discuss their ideas in small groups.

MAKING INFERENCES WORKSHEET

DIRECTIONS: Select an article from today's newspaper. Read it carefully. Write two generalizations and one inference you can make based on the information in the article. Below each generalization and inference, state the evidence in the article that supports your conclusions. Attach the article to the back of this sheet.

1. Generalization:

Supporting statements from your article:

2. Generalization:

Supporting statements from your article:

3. Inference:

Supporting statements from your article:

SEEING BOTH SIDES

OBJECTIVE

Students will identify and evaluate opposing views on a current topic in the news.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of the Seeing Both Sides worksheet.

PROCEDURES

Ask students to list controversial issues currently in the news. Record student responses on the board, asking questions to generate additional issues if needed.

Select one of the issues from the list on the board. Explore with the class the people involved on all sides of this issue and the viewpoints they hold. Discuss opposing viewpoints on the issue. Then divide the class in half and have each half take one side of the issue and think of arguments to support their position. Emphasize that the purpose of this exercise is not to determine who is “right” — in fact there often is no clear-cut “right” or “wrong.” Ask students to think of reasons why someone might be on one side or another of a given issue.

Distribute copies of the newspaper or direct students to log on to The Times eNewspaper. Help students find news stories, editorials, and letters to the editor that relate to some of the issues listed on the board.

Divide the class into small groups. Have each group select an issue from the list on the board and locate items in the newspaper about that issue.

Distribute worksheets and explain how to complete them. Based on their newspaper research, have each group identify the issue they selected, arguments for and against the opposing viewpoints on that issue, and the different groups or individuals on each side of the issue.

Have each group share and discuss its results with the class.

EXTENSIONS

Genre Focus: news stories are usually written in the expository writing style, while editorials are written to be persuasive.

Writing Skills: working individually or in small groups, have students assume the role of people on one side of a controversial issue and write an editorial or letter to the editor in support of their position. Try to ensure that a student or group also represents the opposing viewpoint on each issue. Have the class discuss the persuasiveness and effectiveness of the arguments presented.

SEEING BOTH SIDES WORKSHEET

ISSUE:

ARGUMENTS IN FAVOR:

WHO IS IN FAVOR:

ARGUMENTS AGAINST:

WHO IS AGAINST:

RETELLING THE STORY

OBJECTIVE

Students will examine the concept of setting, then rewrite a news story as if the news event occurred in a different time, place, or environment.

MATERIALS

Classroom set of The Times or the daily eNewspaper.

PROCEDURES

Distribute newspapers, or direct students to log on to The Times eNewspaper, and give students 15 or 20 minutes free reading time. As students read, ask them to take note of the time, place, and environment in which the news events take place.

Explain that the time, place, and environment comprise the setting of a story. Call on a student to select a news story he or she has just read. Then have the class read that story and find the time, place, and environment in which the story is set. Make a list of these factors on the board. Repeat this step with other news stories.

Ask the class to consider how a news story would be different if any element of its setting were changed. Discuss the possibilities (for example, “What if this event happened in a different country?” or “How would this be different if it had happened in 1950 or 1650?”).

Have each student pick a news story and rewrite it by varying the time, place, and/or environment. Students can then share their “retold stories” with the class.

EXTENSIONS

Genre Focus: Explain that a narrative is a story that relates a sequence of events. The story may be true (nonfiction) or imagined (fiction). A successful narrative involves realistic characters and situations brought to life with specific details. Newspapers can be terrific sources of narrative writing. For example, many sports stories focus on character and conflict – conflict between players or between teams or an individual’s struggle to overcome physical limitations.

Newspapers also contain examples of expository writing, or writing that explains and informs. Although there are different kinds of expository writing, all expository writers share one goal: to present a clear, concise explanation that readers will find interesting and informative.

VOCABULARY IN THE NEWS

OBJECTIVE

Students will employ context clues, word analysis, and word relationships to help understand new words they encounter in the news.

MATERIALS

Classroom set of The Times or the daily eNewspaper, copies of the Vocabulary in the News Word List.

PROCEDURES

Distribute newspapers or direct students to log on to The Times eNewspaper. Give students 15 or 20 minutes of free reading time. Instruct students to circle or highlight words they encounter that they do not know.

Discuss the concept of using context clues (clues to a word's meaning that may be present in a sentence or passage) to help understand new words. Call on students to give examples of new words they encountered in their free reading time. For each example, have the class read the sentence containing the new word. Then read the preceding and following sentences. Help students identify clues in the surrounding sentences that can help to predict the meaning of the new word.

Next, discuss the concept of word analysis. Ask students to give examples of unknown words as above. For each example, point out any prefixes, suffixes, or root words that may give clues to the meaning of the new word. Discuss how root words from other languages (such as the Greek "astro" or Latin "tele") can help to define news words that students encounter.

Next, discuss how word relationships can help students remember the meaning of new words by association. Ask for examples of new words students encountered and for each word suggest a relationship to other words. Word relationship categories can include synonyms, antonyms, analogies, idioms, and foreign words.

Distribute copies of the Vocabulary in the News Word List. During each newspaper lesson or activity, have students add new words they encounter to their Word List. Make additional copies as needed. Students should then use the techniques discussed above to predict the meaning of each word. Finally, students should look up the dictionary definition and use the new word in a sentence.

EXTENSION

Vocabulary Skills: Students can apply the same vocabulary-building techniques learned in this lesson to other reading they do for school and for fun and keep word lists of new words they encounter.

VOCABULARY IN THE NEWS WORD LIST

NEW WORD:

PREDICTED MEANING:

TECHNIQUE USED:

DICTIONARY DEFINITION:

SENTENCE:

NEW WORD:

PREDICTED MEANING:

TECHNIQUE USED:

DICTIONARY DEFINITION:

SENTENCE:

NEW WORD:

PREDICTED MEANING:

TECHNIQUE USED:

DICTIONARY DEFINITION:

SENTENCE:
