

**Diane Dove, Safety Harbor Middle School, Pinellas County**



*“Students read a Tampa Bay Times article in class, discern the important information, and articulate a summary of its main points. The students are required to demonstrate their knowledge by using a solid introductory sentence, answering all six journalistic questions (who, what, when, where, why, how), using proper format, correct grammar, usage and mechanics, and accurately citing the article.”*

Diane was chosen as a 2015 Honorable Mention for using the *Tampa Bay Times* as part of her weekly curriculum.

Each week, Diane’s students are required to complete an “Article of the Week” (AOW) assignment. Students are presented with an article from the *Tampa Bay Times* in class, which they must read, discern the important information and articulate a summary of the article’s main points. The students are required to demonstrate their knowledge of summarization by using a solid introductory sentence; answering all six journalistic questions; using proper format, including correct grammar, usage and mechanics; and accurately citing the article. Students then peer-review and evaluate each other’s work using a detailed, teacher-created rubric and participate in a class discussion.

Diane finds that this activity often leads to curiosity and questions about local, national and international current events. The "Article of the Week" assignment has enhanced student learning by providing students opportunities to write routinely on informational text. The goal of the assignment is to not only have students demonstrate their understanding of the main idea of an article, but also to synthesize their own ideas about the world.

Criteria	4	3	2	1
<b>Introductory sentence</b>	One complete sentence. Accurately presents the main idea of the article. Sentence presents more than just the topic of the article. Reader understands main idea of article without needing to read the article.	One complete sentence. Sentence presents topic of article. Attempt is made to describe main idea of article, but the description is incomplete or inaccurate. Reader understands topic of article, but only has a vague understanding of the main idea of the article.	One complete sentence. A topic or subject in the article is mentioned. No attempt is made to describe main idea of the article. Reader understands a topic of the article, but cannot identify the main idea of the article.	Sentence is not a complete sentence. -OR- Sentence does not include topic or main idea of the article.
<b>Summary Content</b> (Who, What, When, Where, How, Why)	*All 6 journalistic questions are answered correctly. Reader feels as though they have read the article themselves.	*4-6 journalistic questions are answered correctly. Reader can identify most of the main points of the article.	*2-4 journalistic sentences are answered correctly. Reader's knowledge of main points of article is limited.	*2 or less journalistic questions are answered correctly. Reader has difficulty identifying most of the main points of the article.
<b>Summary Style</b>	Includes at least 6 or <b>more</b> complete sentences. -AND- Entire summary written in the 3 <sup>rd</sup> person (no opinions, no "I" statements, do not include quotes)	Includes at least 6 complete sentences. -AND- Parts of summary are NOT written in the 3 <sup>rd</sup> person	Includes at least 5 complete sentences. -AND- Entire summary written in the 3 <sup>rd</sup> person (no opinions, no "I" statements)	Includes at least 4 complete sentences. -AND- Parts of summary are NOT written in the 3 <sup>rd</sup> person
<b>Typed Format</b> 5 requirements (MLA) Must be typed	All 5 requirements are met: 1. Seahawk 8 heading: centered left, full name, date, period, real signature on the right 2. Title of <u>article</u> 3. Double spaced 4. 12 Font 5. Times New Roman	4 of the typed format requirements are met	3 of the typed format requirements are met	1-2 of the typed format requirements are met
<b>G.U.M. Grammar, Usage, &amp; Mechanics</b>	Sophisticated and consistent command of Standard English, free of spelling, capitalization, and usage errors, few, if any, errors in punctuation	Number and type of errors not sufficient to interfere with meaning, consistent command of Standard English, few, if any, spelling, capitalization, or usage errors	Number and type of errors interfere somewhat with meaning, some command of Standard English, few spelling, capitalization, or usage errors	Number and type of errors interfere with meaning, little command of Standard English, several spelling, capitalization, or usage errors

<b>Cite Reference</b> (bottom of report) Use Noodletools <b>ANNOTATED!</b>	Correct reference category used. Correct format for citation. Included copy of article with annotation	Incorrect reference category used. Correct format for citation. Included copy of article	Correct reference category used. Citation format has errors. Did not include copy of article	Incorrect reference category used. Citation format has errors. . Did not include copy of article