

Newspapers Make the “Write” Connection

New York Newspaper Publishers Association

February 2002

Table of NYS Standards
Newspapers Make the Write Connection
New York Language Arts Standards

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Quotation Marks	8	<p>1: As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p> <ul style="list-style-type: none"> • Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.
Comic Characters	9	<p>1: As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p> <ul style="list-style-type: none"> • Use a wide variety of strategies for selecting, organizing, and categorizing information; • Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material; • Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts; • Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.
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tions according to the standards for a particular genre (e.g., defining key terms used in a formal debate);

- Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience

Action Words	12	<p>1: As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p> <ul style="list-style-type: none">• Use a wide variety of strategies for selecting, organizing, and categorizing information;• Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;• Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts;• Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.
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selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

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Advertisements 15

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

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

- Distinguish between relevant and irrelevant information and between fact and opinion;
- Relate new information to prior knowledge and experience;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre.

Letter to the Editor 16

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

3: Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows

the accepted conventions of the English language to present,

from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
- Analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials;
- Present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences supporting their positions with well-developed arguments;
- Develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis).
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

Beginning Sentences 18

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

- Interpret & analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;
- Distinguish between relevant and irrelevant information and between fact and opinion;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

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

4: Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people.

- Interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;
- Compare and synthesize information from different sources;
- Distinguish between relevant and irrelevant information and between fact and opinion.
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Listen attentively to others and build on others' ideas in conversations with peers and adults.

Character Descriptions 23

- 1: Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.
- Use a wide variety of strategies for selecting, organizing, and categorizing information;
 - Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
 - Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
 - Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

Writing a Lead 24

- 1: Students will listen, speak, read, and write for information and understanding.
- 2: Students will listen, speak, read, and write for critical analysis and evaluation.
- Use a wide variety of strategies for selecting, organizing, and categorizing information;
 - Distinguish between relevant and irrelevant information and between fact and opinion;
 - Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
 - Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
 - Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
 - Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
 - Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

Graphic Sources 26

- 1: Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.
- Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;
 - Distinguish between relevant and irrelevant information and

V

- between fact and opinion;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

Literary Genre 28

- 1: As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
- 2: Students relate texts and performances to their own lives. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
 - Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
 - Understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature.

Sports Writing 30

- 1: Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
- 3: Students will listen, speak, read, and write for critical analysis and evaluation.
- Interpret and analyze information from textbooks and nonfiction books, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;
 - Compare and synthesize information from different sources;
 - Understand and use the text features that make information accessible and usable;

- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

Editorial Evaluations 37

1: As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

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

- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Evaluate their own and others' work based on a variety of criteria;
- Develop arguments with effective use of details and evidence that reflect a coherent set of criteria;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre.

Point of View 41

1: As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
 3: Students will listen, speak, read, and write for critical analysis and evaluation.

- Compare and synthesize information from different sources;
- Use a wide variety of strategies for selecting, organizing, and categorizing information;
- Relate new information to prior knowledge and experience;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences supporting their positions with well-developed arguments;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

- 1: As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.
- 3: Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.
- Use a wide variety of strategies for selecting, organizing, and categorizing information;
 - Distinguish between relevant and irrelevant information and between fact and opinion;
 - Understand and use the text features that make information accessible and usable, such as format, sequence, and level of diction, relevance of details;
 - Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
 - Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
 - Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary,

using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;

- Present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences supporting their positions with well-developed arguments;
- Develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis);
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

Audience Awareness 51

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

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

- Interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio & media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;
- Compare and synthesize information from different sources;
- Use a wide variety of strategies for selecting, organizing, and categorizing information;
- Understand and use the text features that make information accessible and usable;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose;

- Develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis);
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
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- Use a wide variety of strategies for selecting, organizing, and categorizing information;
- Distinguish between relevant and irrelevant information and between fact and opinion;
- Relate new information to prior knowledge and experience;
- Understand and use the text features that make information accessible and usable;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
- Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling;
- Analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials;
- Assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

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- Interpret and analyze information from textbooks and non-fiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience;
- Compare and synthesize information from different sources;
- Understand and use the text features that make information accessible and usable;
- Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material;
- Use the process of pre-writing, drafting, revising, and proof-reading (the "writing process") to produce well-constructed informational texts;
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- Analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials;
- Assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose;
- Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate);
- Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

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

- Interpret and analyze information from textbooks and non-fiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts,

- diagrams, and electronic databases intended for a general audience;
- Use a wide variety of strategies for selecting, organizing, and categorizing information.

Additional Activities, pp. 72-73	
Activity	Standard
1	1
2	1
3	1
4	1
5	1
6	1,3
7	1
8	1,3
9	1
10	1
11	1
12	1
13	1
14	1,3
15	1,3
16	1,3
17	1,2
18	1,2
19	1,3
20	1,2
21	1,3
22	1,3
23	1,3
24	1,3

Newspapers Make the "Write" Connection was created by the Pennsylvania Newspaper Publishers' Association Newspaper in Education Committee. New York State Standards correlations by Use The News.

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Introduction

To the Educator:

Writing has never lost its importance in education, but it has undergone exciting redefinition. In the past, educators emphasized the final product of writing — the essay, the composition, the report. The final product was corrected, criticized and graded. The student was expected to learn how to write from corrections on a final paper. Current research indicates that we need to shift our focus, so that we are concerned not just with the final product, but with the process that leads to that product.

Writing is the process of generating, selecting, combining and arranging ideas in effective sentences, paragraphs and longer units of discourse. The process requires the writer to cope with many different variables: mode of discourse, tone, form, purpose and audience. Writing serves both the public and personal needs of students.

It is the purpose of this packet to bring together writing and the newspaper. The newspaper is an inexpensive, motivational and proven instructional tool. It is a natural part of the writing curriculum. The newspaper provides models of different writing styles, ideas for writing topics and material for the content of writing activities.

How This Guide is Organized

This guide contains many writing activity sheets and a rubric to evaluate each piece of writing. Three kinds of writing are used in the guide. The type of writing required is identified at the top of each activity. The types of writing, as outlined in the Pennsylvania Writing Assessment Handbook, are:

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|---------------------------|--|
| Creative/Narrative | Writing that creates, manipulates and interprets reality. It requires writers to observe, explore, and reflect upon a wide range of experiences. It encourages creativity and speculation and offers writers an opportunity to understand the emotions and actions of themselves and others. The functions of this mode of writing are to narrate, reminisce or imagine. |
| Informational | This writing is used to share knowledge and convey messages, instructions or ideas by making connections between the familiar and the unfamiliar. It spans a range of thinking skills from recall to analysis and evaluation. Its functions are to present information through reporting, explaining, giving directions, summarizing and defining; to organize and analyze information through explaining, comparing, contrasting, and relaying cause and effect; or to evaluate information through judging, ranking or deciding. |
| Persuasive | This writing moves the reader to take an action or to form or change an opinions. It requires thinking skills such as analysis, synthesis and evaluation. It require writing to take a state. Its functions are to state and support a position, opinion or issue; to defend, refute or argue. |

The activities in this guide are organized around a five-step model. Lessons were developed using the following components described below. This listing of the components is not meant to imply that writing is a linear, step-by-step process. A writer moves between the stages at various times. A revision may lead to a new idea that must be thought out and re-drafted. Editing may suggest a better way to organize material and the writer may move back to revising. Some pieces of writing do not need to move to the final publishing stage. other pieces may undergo many revisions and editing.

Prewriting	This is what happens before actual composing begins. Prewriting activities help students generate ideas about what they want to write. Prewriting can be a free-form and open as brainstorming ideas, words and images. It can involve more structured activities such as gathering information by conducting research on a topic or interviewing someone for first-hand materials. This step emphasizes that writers do not just sit down and write — they give time and attention to thinking before writing.
Drafting	At this point, the student begins to put his or her ideas on paper. The emphasis is on content and meaning — getting the key ideas down in a preliminary sequence.
Revising	After the initial ideas are down, the writer needs to reread what he or she has written and rewrite it to make it clearer. This mean mean adding words, rearranging sentences or reorganizing paragraphs.
Editing	This is a “polishing step” in the process. Now, the writer may want to change words or sentences so that the writing is more precise. The writer also makes corrections in grammar, spelling and punctuation.
Publishing	The written piece is now ready to be shared with a reader. It is exciting for the student to have other people respond to his or her writing. There are many ways a piece of writing can be “published.” The classroom may have a “Writer’s Choice” bulleting board, on which student work is posted. Writing from each member of the class can be bound together and the resulting book can be shared with other classrooms or put in the school library. A piece of writing can be shared orally with other members of the class. Student work can be displayed on the walls of the school hallways. Any form that brings together writers and readers can be called publishing.

Some Background on Newspaper Writing Styles

Articles found in the newspaper can serve as models for writing or as prewriting material for activities. The newspaper reflects a variety of writing styles. Newspapers tell stories in news articles, first-person feature articles and sports stories. They explain ideas in news analysis articles, “how-to” feature stories, business sections and columns. They describe events and products in news stories, reviews, sports stories and advertising copy. They present opinions in editorials, reviews and advertising. A single copy of a newspaper contains a rich collection of articles, written in different styles, composed in varying voices for many audiences.

News writing	News stories are often written in the inverted pyramid style. The key elements — the who, what, when and where — of the story are contained in the first, or “lead,” paragraphs. Additional important facts at the end of the story. The inverted pyramid style allows the read to grasp the most important facts first. The reader may then continue the story if more details are desired. The inverted pyramid style helps the
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newspaper, too. If the newspaper does not have enough room to run an entire story, the last paragraphs can be dropped without damaging the story.

Feature writing

Feature stories are different from news stories in many ways. They cover topics that are timely, but they are not usually late-breaking news. They do not follow the inverted pyramid style of writing. They are written in a variety of styles and, at times, use a first- or second-person approach. Feature stories are “people oriented.” They cover topics such as social trends, health and wellness, fashion, food, travel stories, personality profiles and behind-the-scenes stories. They are often more descriptive than news stories.

Opinion writing

Opinion writing can be found in several places throughout the newspaper, such as editorials and political columns on the editorial page and op-ed pages where guest writers give their opinions. Readers may also find articles labeled “analysis;” these contain interpretations of current events in addition to facts. Readers have an opportunity to voice their own opinions in the letters to the editor sections of the newspaper

Personal opinion columns appear in other sections such as business and sports. Many newspapers contain reviews of movies, theatre, music of local entertainment events. These all reflect a writer’s opinion on a specific topic.

Using Newspapers Make the “Write” Connection

The lesson plans presented in this packet represented suggested activities. Teachers may use the plans as written or they may modify them to match the abilities of their students and to meet the requirements of the school curriculum. As few suggestions:

- A lesson plan may be used with an individual students or with a group of students.
- Newspapers articles may be read aloud to younger students; older students may read the articles themselves.
- Teachers do not need to complete every level of every lesson plan — the additional steps are provided so you can take students through as many levels as you choose.
- Students can be encouraged to write in other content areas by selecting newspaper articles that deal with subjects in science, social studies, health and so forth.
- Allow students to share their writing in a variety of ways — with classmates, the principal, other teachers, school secretary, cafeteria workers or the custodian. Writing can also be shared at home with family members and friends.
- Some of the lessons in this guide are designed specifically for older students. These lessons contain many steps and may take more than one class period to complete.

Holistic Scoring Guide

“The Pennsylvania Writing Assessment Holistic Scoring Guide” is reproduced on page 7 of this curriculum piece. The scoring guide is a rubric for evaluating student writing. Teachers may want to use the guide to assess students’ performances on the activities described in the lesson plans of this publication.

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of Education.

Some ideas and activities in this guide are based on the operation definition of writing presented by the National Council of Teachers of English, The Pennsylvania Framework, and the Pennsylvania Writing Assessment Handbook.

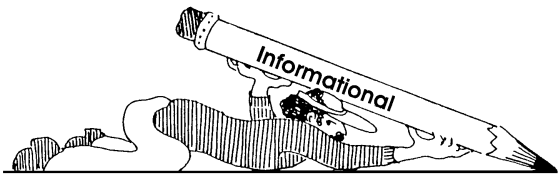
Pennsylvania Writing Assessment Holistic Scoring Guide

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6	5	4	3	2	1
<ul style="list-style-type: none"> sharp, distinct focus substantial, specific, and/or illustrative content; sophisticated ideas that are particularly well developed obviously controlled and/or subtle organization writer's voice apparent in tone, sentence structure, and word choice few mechanical and usage errors 	<ul style="list-style-type: none"> clear focus specific and illustrative content logical and appropriate organization precision and variety in sentence structure and word choice some mechanical and usage errors 	<ul style="list-style-type: none"> adequate focus sufficient content appropriate organization some precision and variety in sentence structure and word choice mechanical and usage errors not severe enough to interfere significantly with the writer's purpose 	<ul style="list-style-type: none"> vague focus content limited to a listing, repetition, or mere sequence of ideas inconsistent organization limited sentence variety and word choice repeated weaknesses in mechanics and usage 	<ul style="list-style-type: none"> confused focus superficial content confused organization lack of sentence and word choice variety mechanical and usage errors that seriously interfere with the writer's purpose 	<ul style="list-style-type: none"> absence of focus absence of relevant content absence of organization no apparent control over sentence structure and word choice mechanical and usage errors so severe that writer's ideas are difficult if not impossible to understand

Characteristics of Effective Writing

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
<ul style="list-style-type: none"> demonstrates an awareness of audience and task establishes and maintains a clear purpose sustains a single point of view exhibits clarity of ideas 	<ul style="list-style-type: none"> information and details are specific to topic information and details are relevant to focus ideas are fully developed 	<ul style="list-style-type: none"> logical order or sequence is maintained paragraphs deal with one subject logical transitions are made within sentences and between paragraphs introduction and conclusion are evident 	<ul style="list-style-type: none"> precise language effective word choice voice, tone, originality of language variety of sentence structures, types and lengths 	<ul style="list-style-type: none"> mechanics, spelling, capitalization, punctuation usages (e.g. pronoun references, subject-verb agreement) sentence completeness



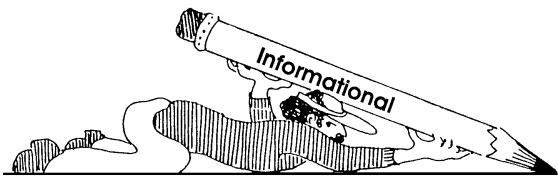
Quotation Marks

To the Writer: You will learn to use quotation marks.

Prewriting

1. Select a comic strip from the newspaper. Cut it out and paste below.

2. Using what the characters say in the comic strip, write their conversation in dialogue form. Remember to use quotation marks.



Comic Characters

To the Writer: You will write a description of a comic strip character.

Prewriting

1. Select a newspaper comic strip character you like. Cut out the comic strip and paste it in the space below.

2. Think of some words that describe your character. Write the words in the columns below.

How does the character act?	What does the character look like?
_____	_____
_____	_____
_____	_____

Drafting

3. Write a paragraph using your words above to describe your character.

Revising

4. You can change your writing by adding new ideas to your character description. Write down two of your description words in the left column. Then write a comparison statement in the right column. For example, if you said that your character was “strong,” your comparison statement could be “stronger than a football player.”

Descriptive word

Comparison statement

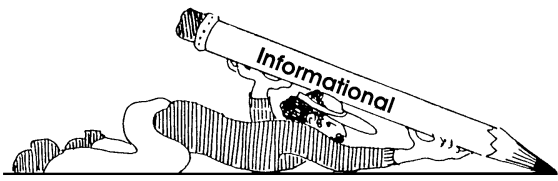
5. Write your paragraph using your comparison statements.

Editing

6. Check your paper for any errors in spelling, grammar or punctuation. Then give it to an editing partner to proofread.

Publishing

7. Put your comic strip and your final paragraph on the classroom bulletin board - *Who’s Who in the Comic Strips*.



Letter Writing

To the Writer: You will practice writing letters.

Prewriting

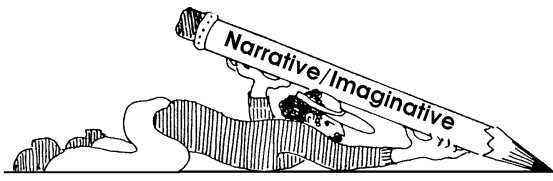
1. Find the Dear Abby or Dear Ann Landers column in the newspaper. Read one of the letters in the column.

Drafting

2. Think about a school-related problem. Write a letter to Dear Abby or Dear Ann Landers asking for advice.

Publishing

3. Give your letter to a classmate. Have him or her write a response to your problem below.



Action Words

To the Writer: You will write a sports story using action words.

Prewriting:

1. Look through the sports section of the newspaper. Find ten action words and list them below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

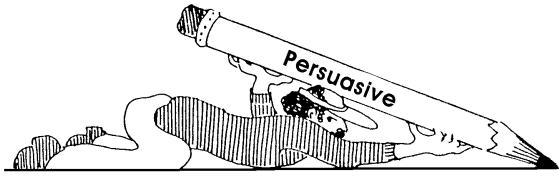
2. Discuss with your class why the editors chose these words.

Drafting

3. Pretend you are a sports writer. Choose your favorite sports team. Write a story using the words listed above or similar ones describing the team's actions.

Publishing

4. Share your story with your class.



Brainstorming

To the Writer: You will practice brainstorming before writing.

Prewriting

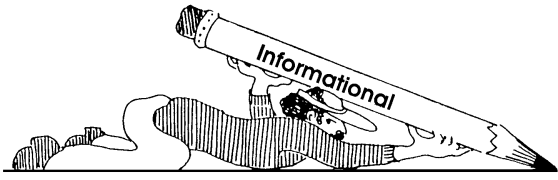
1. Look at the television section of the newspaper. Choose one program that interests you. Write the title below.

2. Watch the program.
3. List below the things that you like about the program.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Drafting

4. Write a review of the program. Explain to someone who has not seen the program why they should or should not watch it.



Important Events

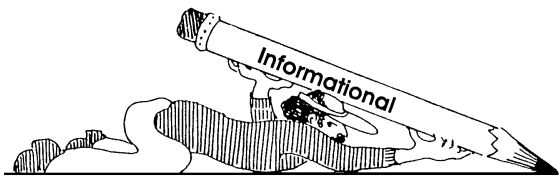
To the Writer: You will identify the most important events found in the newspaper.

Prewriting

1. .As a class choose five articles from the newspaper that you would place in a time capsule.
2. Discuss why you chose each article.
3. Number the selected articles in order of important. List below.

Drafting

4. Write a paragraph about the number-one article and explain why it is important to future generations.



Classified Advertisements

To the Writer: You will write a classified advertisement for a job that you would like to have.

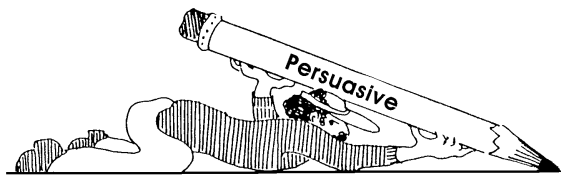
Prewriting

1. As a class look through the Help Wanted section of the newspaper. Discuss the job advertised.
2. Circle three jobs that interest you. List them below.

3. What type of job would you like to have? _____
4. List the qualifications that you would need for this type of job.

Drafting

5. Write a classified ad describing your qualifications for this type of work.



Letter to the Editor

To the Writer: You will express an opinion by writing a letter to the editor.

Prewriting

1. Choose a partner. Together, select and read an editorial from the local newspaper. Cut it out and paste below.

2. What is the topic of the editorial? _____

3. What do you think the editorial writer's opinion is of the topic?



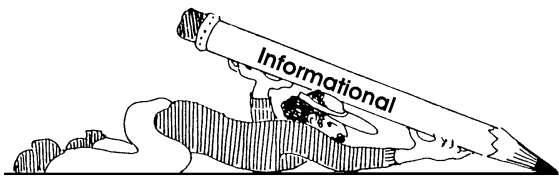
Beginning Sentences

To the Writer: You will learn to identify good beginning sentences.

Prewriting

1. Cut a picture or photograph from the newspaper and paste it below.

2. Think about a story you could write about this picture. On the lines below write three different sentences you could use to begin your story.



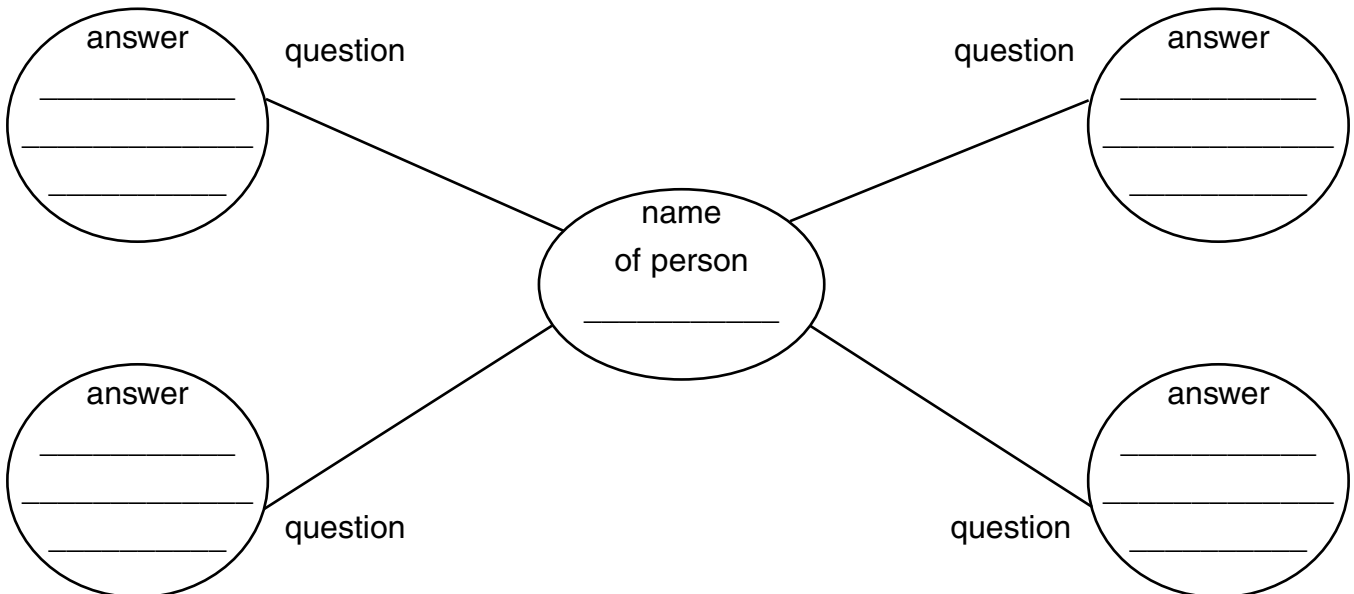
Interviewing Skills

To the Writer: You will use and develop interviewing skills.

Prewriting

1. From the local newspaper select an article about a person who interests you.
2. What questions do you think the reporter asked the individual in order to write the story? List your ideas below.

3. Complete the web below with information from the article.

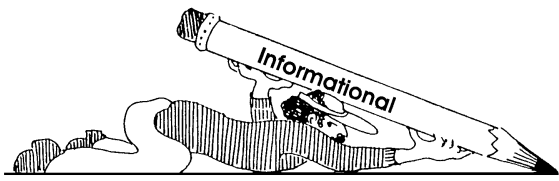


4. Select a person from your school, neighborhood or family whom you would like to interview.
5. List at least five questions you could ask in order to learn as much as possible about this individual.

6. Use your questions to interview the person whom you have selected.

Drafting

7. Write an article with information gathered from your interview.



Character Descriptions

To the Writer: You will write a description of a cartoon character.

Prewriting

1. Cut a comic strip from the newspaper and paste it below.

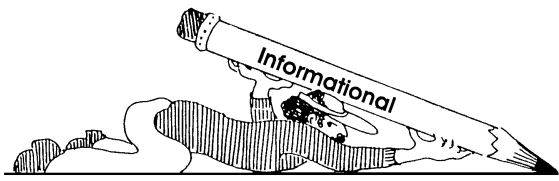
2. Circle one character to write about.
3. List information about that character.

**What does the character look like
(tall, short, fat)?**

**How does the character act
(happy, mean)?**

Drafting

4. Using the information listed above, write a description of the character for someone who has never seen the comic strip.



Writing a Lead

Background: The first one or two paragraphs of a news story are called the “lead.” The lead usually contains the answers to the questions of *who, what, when and where*.

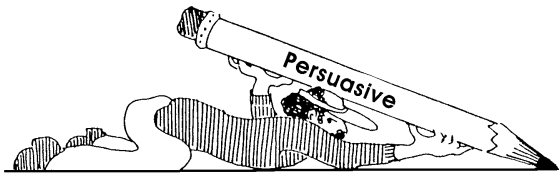
To the Writer: You will write a lead for a news story.

Prewriting

1. Cut a news story from the newspaper. Paste the first two paragraphs — the lead — of the story in the space below.

2. Complete the chart below by answering the four questions about the lead.

Who?	
What?	
When?	
Where?	

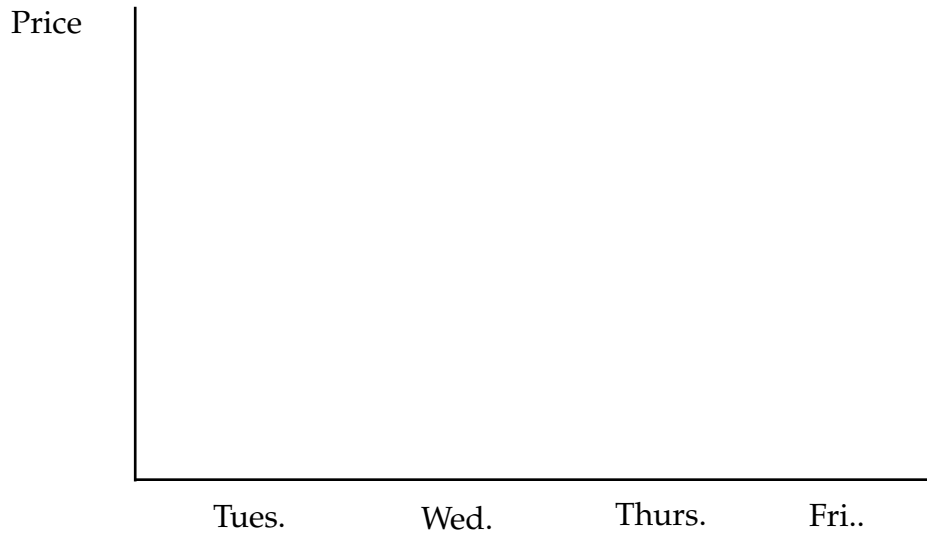


Graphic Sources

To the Writer: You will use graphic information as a source for writing.

Prewriting

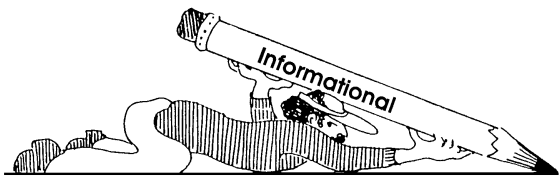
1. Select one stock from the stock market pages of the newspaper. Follow that stock for four consecutive days. Note: Stock prices are reported Tuesday through Saturday in many daily newspapers.
2. Make a graph showing the price of the stock each day.



3. Would it be a good idea to buy this stock? List your reasons below.

YES

NO



Literary Genre

To the Writer: You will test your understanding of different literary genre by changing a work of literature into a news story or other piece of news writing into a work of literature.

Prewriting

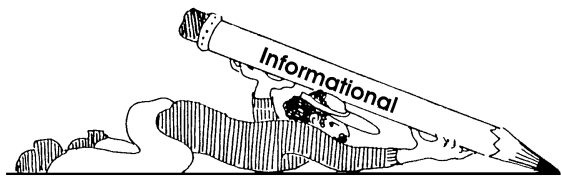
1. Read a short story. As you read, list the names of significant characters and main events of the plot.

Significant Characters

Main Events of Plot

Drafting

2. Using your list of characters and events as your “reporter’s notes,” rewrite the short story as a news story.



Sports Writing

To the Writer: You will write a descriptive piece based on the observation of a little-publicized school sport.

Prewriting

1. Pick a sport from your school which does not receive much attention. After learning the rules and terminology of the sport, attend a game, match or competition.
 - a. List the terms and definitions below.

Term	Definition

- b. Note any history or interesting information about the sport.

2. From a newspaper obtain an article on a major sport. In the space below list all figures of speech (metaphors, similes, alliteration) and any good examples of particularly imaginative word choice that are used in the story.

Drafting

3. Using the material from Prewriting, write an article about your chosen sport. Try to make it as interesting as a major sports article. Convince the reader that he or she would enjoy attending this competition.

- Using scissors, cut apart the lines. Use the space below to rearrange them in a new order. You may need to add transitional phrases or lines or delete some things, but try to use everything that you have written. Be daring and innovative! Do not be satisfied with the first order. When you have successfully organized your sentences, glue or tape them below.

Editing

6. Read your article to a classmate and ask him or her to answer the following questions.
Note: You may need to read the article more than once.
 - a. Did my article give you a clear understanding of the sport?
 - b. What did you particularly like in the article?
 - c. What one thing did you not like about the article?
 - d. Are there any verbs that should be replaced by more vivid substitutions?
 - e. Did the organization of material flow smoothly?
 - f. Did the article arouse your interest in the sport?

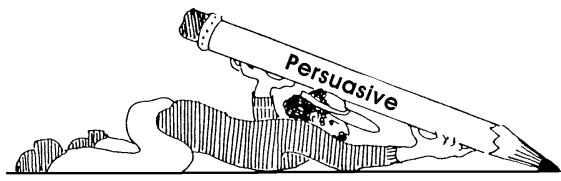
Publishing

7. Make any necessary changes as a result of your classmate's comments. Check for accuracy of spelling and mechanics. In the space below, title your article and write your final copy.

Headline _____

by _____

Note: You can now send your article to your school newspaper for publication.



Editorial Evaluations

To the Writer: You will analyze an editorial from the local newspaper according to specific criteria associated with good writing. Using the same criteria, you will write your own editorial.

Prewriting

1. Read the ten criteria outlined on the background sheet entitled *The Kirby-Liner Working Criteria for Good Student Writing*. Discuss the criteria with your teacher and classmates.
2. Select five of the criteria you think are most important. Be sure to select some of your choices from the “interesting” criteria and some from the “technically skillful” criteria. List your selections below.

3. Read at least three different editorials in the local newspaper. Select one editorial to evaluate according to the five criteria you listed in #2.

Drafting

4. Write a paragraph below analyzing the editorial you have chosen. How well does it meet the criteria you established?

5. Select a topic for an editorial you want to write. Write your editorial below.

Revising

6. Review your own editorial. Does it meet the criteria for good writing which you established? Below, revise your editorial so that it meets those criteria.

Editing

7. Give your editorial to a classmate who will read it and record the following information:

Number of spelling errors _____

Number of punctuation errors _____

Publishing

8. Write the final copy of your editorial, having made all necessary corrections.

The Kirby-Liner

Working Criteria for Good Student Writing

Good Writing Is Interesting

- | | |
|----------------|--|
| 1. Voice | One human being talking to another
Makes the reader believe
Strong, recognizable imprint of the writer |
| 2. Movement | Words building/pull the reader along
It goes somewhere with variety
A sense of order |
| 3. Light touch | Writer doesn't take himself/herself too seriously
Even-tempered |
| 4. Informative | Important
Has substance/says something
Adds to our experience |
| 5. Inventive | Unique experience
Something new/or something old in a new way |

Good Writing Is Technically Skillful

- | | |
|----------------------|--|
| 6. Sense of audience | Makes contact with the reader
Anticipates reader's needs
Compliments the reader with meaning |
| 7. Detail | Concrete
Photographic
Selective
Words that put the reader there |
| 8. Rhythm | Words that sing
Sounds effortless |
| 9. Form | How it looks on the page
What it looks like in print |
| 10. Mechanics | Observes conventions of spelling, punctuation, usage
Enlightened control |

From ***Inside Out: Developmental Strategies for Teaching Writing*** by Dan Kirby and Tom Liner. Boynton/Cook Publishers, Inc., 1981. Presented with permission.



Point of View

To the Writer: You will read about a sporting event and write about it from a particular point of view.

Prewriting

1. Read the sport section of the newspaper. Choose an article about a mass sporting event such as football, basketball, baseball or hockey.
2. Select from the list below the role/person through whom you want to experience the event.
 - a. An eight-year-old boy or girl who is in the city for the first time and gets separated from his or her parents at the event.
 - b. A popcorn salesperson who knows he or she will be fired if he or she does not sell at least 100 boxes of popcorn.
 - c. A teenage girl who idolizes a 19-year-old player and who is considering running away from home to follow the team.
 - d. A team player who has injured his or her ankle and is in danger of being cut from the team if he does not play most of the game.
 - e. The coach/manager who knows he or she may be fired if the team is defeated. What does he or she say to the team before the game?
3. Before writing your version of the sporting event, you will need to gather some data and organize your ideas.
 - a. Observe or interview a person who is in the role that you will be writing about OR
 - b. Interview someone who regularly attends an event like the one you read about in the newspaper.
 - c. If you have visited the location of the event, recall, jot down, brainstorm, list or map out the physical characteristics of the place and your feelings while you were there. Recall the sights, sounds and smells.
 - d. Organize your ideas by listing, classifying, mapping or clustering.

Drafting

4. Write your essay from the point of view you have selected.

Revising

5.
 - a. Read your draft aloud to yourself.
 - b. Ask a peer to read and evaluate it. Did you write from a specific point of view? Did you capture the sights, sounds and smells of the event?
 - c. Questions to ask yourself:
 1. Am I happy with the role that I have selected?
 2. Is something that I wanted to say been forgotten?
 3. What have I written that I really like?
 4. Am I pleased with the general direction of the essay?

Editing

6. Edit your essay looking for spelling and punctuation errors. Are there verbs that can be replaced with more concrete or descriptive verbs?

Publishing

7. Write your final copy of the essay below. Incorporate all necessary changes. Share with the class.

4. Number these areas in order of importance.
5. If necessary, review the material from #3 above. Without using your sheet, write non-stop for ten minutes attempting to clarify your opposing arguments. Warning: You may not stop writing for the entire ten minutes! If you cannot think of opposing arguments, just write. Write something related to your topic, write words. Just let the ideas flow. Do not worry about grammar or spelling. JUST WRITE!

(Congratulations! You are on your way to your first free-write!)

Go to the back of the paper if you need to!

Drafting

6. Now you are ready to write. Look at your pre-writing activities and try to identify one sentence that captures your point of view. If you cannot find one, create one. Write it below.
7. Get ready to write your fingers off! Construct an essay that opposes the original editorial. Use your main idea from above and support it with any major points you listed in prewriting exercises. Good luck!

Revising

8. You are now going to “re-see,” re-examine what you have written and try some changes. This process is called revision. First, take the shortest paragraph you have written and make it at least twice as long. You can do this in a number of ways:
 - a. Give an example or two.
 - b. Add some additional statistics.
 - c. Explain a point that may be vague.
 - d. Include an appropriate quotation.
 - e. Add a transitional sentence if you do not have one.

Write your expanded paragraph in the space below.

9. “Punch-up” your writing by focusing on verbs you use. Go through your paper and circle all the verbs. List them in the left column. In the right column, write more vivid or concrete verbs to replace your original ones. Try to use verbs that will move your reader closer to your viewpoint.

VERBS

examples: believe

“PUNCHED-UP” VERBS

contend

Warning: you probably will not want to use ALL of these “punched-up:” verbs in your editorial, but a few sprinkled throughout it will certainly strengthen your persuasiveness. Should you use a thesaurus here? Probably! Be sure that the new verbs are accurately used.

Editing

10. You are almost finished! But first, you want to make sure that your writing is clear. Here is a proofreading technique that you can use with a couple of friends. Attach this sheet to your editorial. Give to your “editing partners” and ask them to look for errors in the categories listed below. Your partners’ job is not to correct your errors but to tell you how many you have and where they are located. They will circle or underline any errors on your paper and write the number of errors in each category on the lines below. Your partners may also list any additional weaknesses that they discover.

	Reader #1	Reader #2
a. Spelling	_____	_____
b. Fragments	_____	_____
c. Run-ons	_____	_____
d. Subject/verb agreement	_____	_____
e. Additional weaknesses	_____	_____

Publishing

11. Write your corrected editorial below.

The Daily Gazette

Editorial Page

Guest Editor:

Background: Audience Awareness

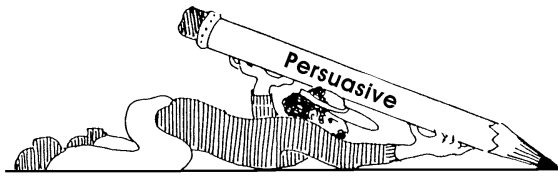
To The Teacher: This activity will help students to identify possible audiences that they might address.

Possible Uses: Lessons on bias, current events, propaganda, creative writing, and point of view recognition.

Background: Advertisements and cartoons, like news, commentary, features and other writing, can be targeted at specific audiences.

For example, advertisements that appear in the sports sections of newspapers are often aimed at male audiences. Ads in the lifestyle section are usually reaching toward female readers. By age, ads can be directed at children, teenagers/young adults or senior citizens. By interest, audience might include sports enthusiasts, heads of households, collectors, new parents or young married couples.

On the other hand, cartoons may be targeted at youngsters or those interested in such topics as romance or science fiction.



Audience Awareness

To the Writer: You will identify to whom a creator is addressing his message.

Prewriting

1. Select five cartoons or advertisements. In the left column below, write the name of the cartoons or the name of the store/product being advertised. Determine the intended audience for each and write it in the right column.

Cartoon/Advertisement	Intended Audience(s)

2. Soon you will be asked to write an essay. Select a topic you would like to discuss in your essay. Just as a cartoonist or an advertiser targets a specific audience, so should a writer. Before writing your own essay, answer these questions to clarify to whom you want to address.

Audience Analysis Form

a. What do I want to say
b. Why do I want to say it (e.g., inform, entertain, persuade, provoke thought?)
c. Who do I want my audience to be (e.g., children, senior citizens, readers with special interests)?
d. How do I plan to gain and hold the audience's interest (e.g., special details, quotes, statistics)?
e. What tone will make this piece of writing most effective (e.g., sincere, sarcastic, sympathetic, humorous, cynical)?
f. What kind of language should I use (e.g., slang, conversational, formal?)

3. Summarize your audience analysis on the shortened E-Z Audience Form and give it to your teacher.

Message:

Purpose:

Audience:

Audience's Interest:

Language

Tone:

Drafting

4. Having selected the audience you would like to address, write an essay paying particular attention to how you plan to relate to that audience. Write your essay below,

Revising

5. Give your essay to a classmate. Have him or her answer the following questions.

a. What is the main idea?

b. What points support this idea?

c. Who is the intended audience?

d. What is the tone of the work?

e. What kind of language did the writer use?

6. Make any necessary changes as a result of your classmate's responses. In addition, use the A-R-M-S method for more variety.

A

Add a detail which will appeal to your audience.

R

Remove an extraneous sentence.

M

Move an idea or paragraph to a more effective place.

A

Substitute more concrete words to strengthen your tone

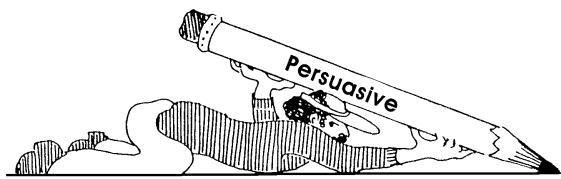
7. Write a clean copy of your essay

Editing

8. Divide into editing teams of five persons. Apply a team approach to help each other identify writing weaknesses. You will pass each essay around within the team. Each person will look at all five essays, searching for different problems in each one.
- Start with your own essay in front of you. Pass it to the person on your right.
 - Read the essay in front of you, circling any spelling errors you may find.
 - Now pass the essay to your right again. On this essay, underline any sentence fragments you find.
 - Pass the paper to your right again. Draw a box around any punctuation errors on the essay.
 - Pass your paper again. Put an arrow by any faulty parallelism you see.
 - Pass your papers to the right one more time. You now have your own work. Examine the corrections noted and prepare to write a final draft.

Publishing

9. Write your final copy below. If possible, deliver it to the intended audience.
Congratulations! You are finished!



Critical Review

To the Teacher: This activity will work well with any piece of literature that the class may be reading.

To the Writer: You will write a review of a current movie, television show or school production.

Prewriting

1. Read and collect five movie, television, play or concert reviews from the newspaper. Try to use samples from at least three different issues of the newspaper.
2. In the space below, answer the following questions on three of your reviews.
 - a. Did the reviewer like or dislike the work? How do you know?
 - b. What was the tone of the review (sarcastic, positive, tongue in cheek, cynical)?
 - c. List adjectives which help the reviewer make his or her opinion obvious to the reader.

Review I

- a.
- b.
- c.

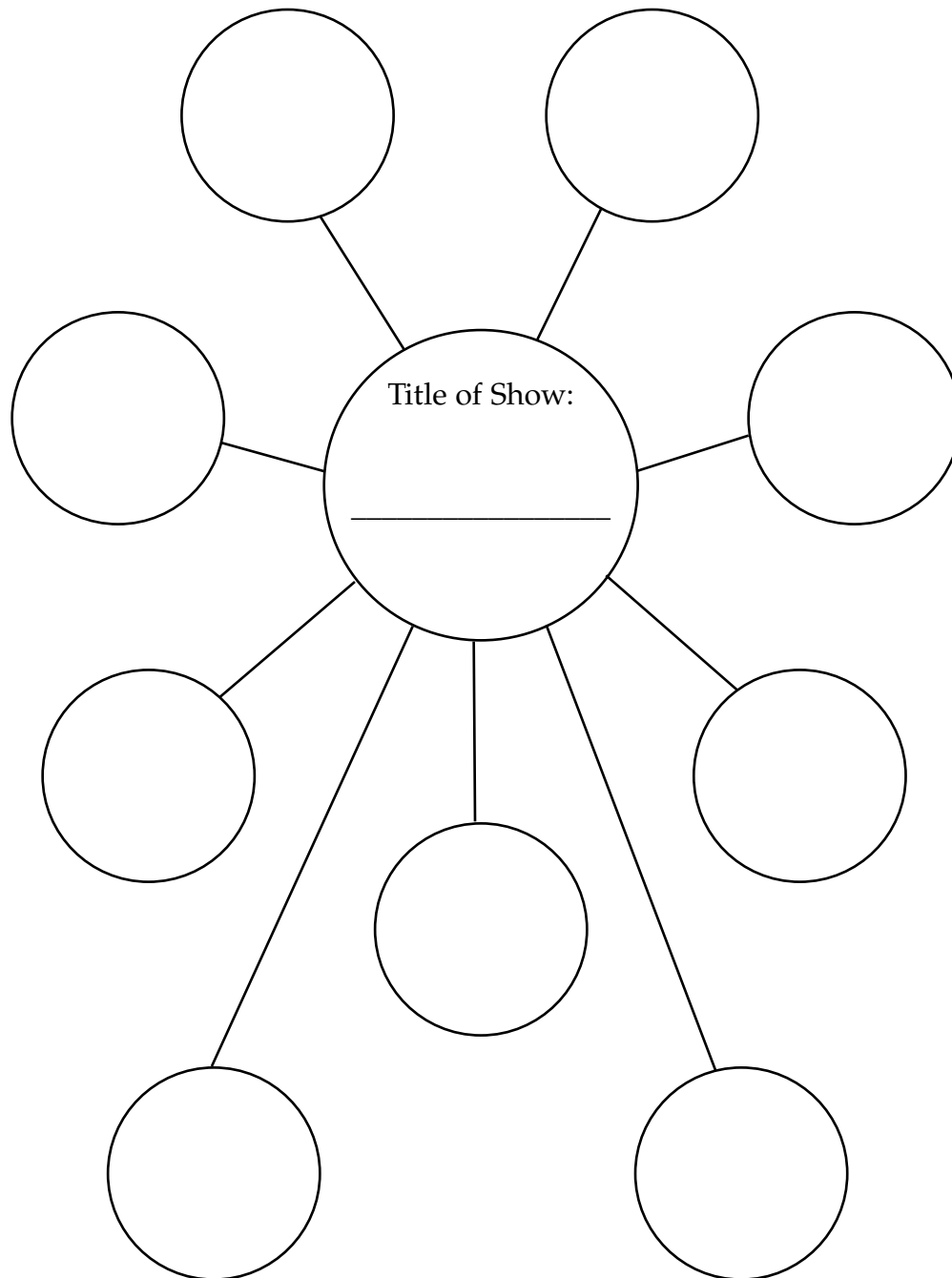
Review II

- a.
- b.
- c.

Review III

- a.
- b.
- c.

3. Find an event that you would like to review. Select a movie, concert, play or television show that you have seen recently. To get your ideas flowing, try a technique called clustering. Simply write the title of the event in the circle. Write any words or ideas that pop into your mind as an extension of the circle. It is very important to include all of your ideas. Do not censor anything. Try your own cluster in the space below.



Have fun!

4. Choose some key ideas from your cluster. Using them as a guide, write your own review. The catch — reviews are generally short, so you must write your review in fewer than 200 words. Remember to use specific adjectives and details to support your opinion.

After writing your review, create a headline. _____

Revising

5. Read what you have written. Did you consider tone? If not, do that now. To test it, have three classmates read your review and write a one-word adjective to summarize the tone of the review. Have each tester write his or her adjective in the appropriate space below.

Tone Tester 1: _____
Adjective

..... *Fold back so next tester is not influenced.*

Tone Tester 2: _____
Adjective

..... *Fold*

Tone Tester 3: _____
Adjective

If your tone is unclear, you need to ask your testers for suggestions to clarify it. You may need to use more concrete adjectives. Jot some suggestions below. If your tone seems clear enough, move on to the next writing stage.

- A reviewer must be certain to supply reasons and examples to support his or her opinion. If you have not, do so now. From your draft, choose three sentences which state your opinion. Write those sentences below. Underneath each sentence, list specific reasons for that opinion.

Sentence 1: _____

Reasons

Sentence 2: _____

Reasons

Sentence 3: _____

Reasons

- Rewrite your review to include the additions. Remember, 200 words is your limit, so you might have to delete some of your original review.

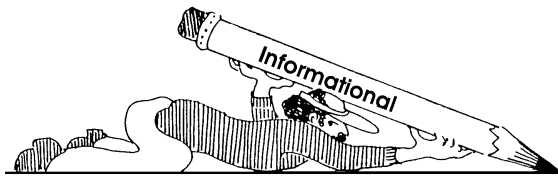
Publishing

9. Write your master review in the space below.

The Times

Entertainment Page

Guest Editor:



Important Information

To the Writer: You will learn to identify the most important information in newspaper articles.

Prewriting

1. Read the front of page of today's newspaper. Circle four stories you would like to look at more closely. In each, underline the single sentence that does the best job of summarizing what is the most important information in that story.

How far into each story does that key sentence appear? Count. If it is the first sentence, write 1 in the right column below. If it is the second sentence, write 2 and so on.

Headline

Placement of key or lead sentence

Story 1 _____

Story 2 _____

Story 3 _____

Story 4 _____

2.
 - a. Skim today's newspaper and another issue of the same newspaper from within the past week.
 - b. Identify a major news event or story that is covered in both issues of the newspaper.
 - c. Read the article in today's newspaper carefully. Identify four significant facts in it and write them below. Then do the same using the earlier issue.

Significant Facts

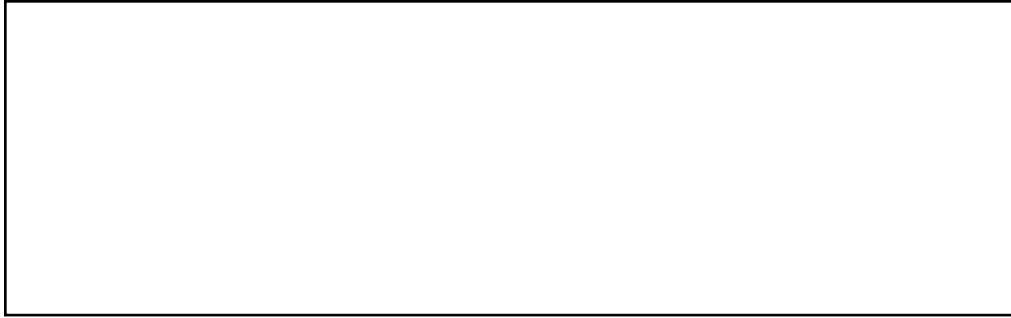
Today's Newspaper

Earlier Newspaper

- d. Using the number 1-8, rank the importance of the facts above with number 1 being most important and number 8 least important.

Drafting

3. In the box below, write a lead or introductory sentence for a news article, including only the most important facts from the previous sheet.



4. Support that lead by writing a news story to include the rest of your significant facts. Arrange them in order from most important to least important. Include transitional phrases or sentences as needed.

Revising

5. Go back to your newly written news article and cross out any unnecessary words. Reevaluate the lead. Will it catch the reader's attention? Does it focus on the most important or interesting fact(s)? Refine it so that it is the best possible lead that you can write. Rewrite your article below, making the changes discussed above, and any others that will improve it.

Editing

6. Double check the work of another writer by swapping news articles with a classmate. Answer the following questions about his or her article.
 - a. Does the lead summarize the most important/interesting detail?
 - b. We're supporting facts arranged in order of decreasing importance?
 - c. In what way could the news story be improved?
 - d. Are there any unrelated facts included?
 - e. Did the article answer the main news questions of who, what, when, where, why and how?

Publishing

7. Evaluate your editor's input. After checking for accuracy of spelling and mechanics, revise your article a final time in the space below.

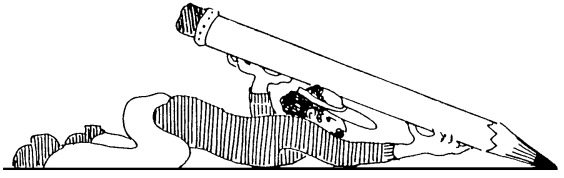
Headline _____

by _____

Additional Activities

1. Look through the classified advertising section of the newspaper. Pretend you are going to place an advertisement in the paper. After deciding what you would like to sell, write your ad describing the item you wish to sell. Don't forget to include the selling price and your phone number. Remember, you pay for the ad by the number of words, so make it as concise as possible.
2. Select a news article that interests you from the newspaper. Read the article. Predict what you think will happen next. Write a paragraph telling about your predictions. Read the newspaper for the next few days to see if your predictions are correct.
3. Select an article from the newspaper about the President of the United States. Make a list of the activities he performed as described in the article.
4. Read the weather forecast in the newspaper for three days. For each day write the forecast. Underneath it list the clothing appropriate for the weather predicted.
5. Read an article from the newspaper. write a good title (not a headline with its usual subject and action verb) for the article.
6. Read the present and extended local weather forecast in the newspaper. List the words used to describe the weather. Look at the weather map and choose a city. Based on what you see on the weather map, write a forecast for that city.
7. Read a recipe from the newspaper. Write a recipe for your favorite milkshake.
8. Select pictures from advertisements in the newspaper. List descriptive words or phrases that would encourage a person to buy the advertised product.
9. Choose your favorite newspaper comic strip character. Write a letter to the character telling why you enjoy him or her.
10. Persuade a family to visit your community. Referring to the newspaper, list attractions of your community.
11. Select your favorite nursery rhyme. Rewrite in in the form of a news story.
12. Pretend that a photograph from home is to be used for the newspaper. Write a cutline (caption) for it.

13. Look through the newspaper for the section that uses the most exclamation points. What section is that?
14. Look through the newspaper for examples of slang, jargon and dialect.
15. The four purposes of writing are: to inform, to persuade, to evaluate, to entertain. After reading a news story, write four paragraphs about it, one for each of the four purposes.
16. Cut five articles, cartoons or advertisements from the newspaper that reflect the values of today with the intent of placing these items in a time capsule to be opened 200 years from today. Write a news article based on an interview with an anthropologist who opens the time capsule in 200 years.
17. Write a dialogue between a scientist and a news writer in which each person uses the terminology that is familiar to him or her but unfamiliar to the other person.
18. Using a letter in the newspaper advice column (Dear Abby or Dear Ann Landers), write a fictional account of the events leading up to the letter and the consequences of following the columnist's advice.
19. Take the position of a citizen of a country whose language you are studying. Write a letter to the editor of a newspaper in that country concerning an important issue in that country. Write the letter in the foreign language.
20. Write a dialogue of an interview between a reporter and a well-known historical figure from a country whose language you are studying.
21. Create a newspaper advertisement for a product exported from a country whose language you are studying. Write the copy for the ad in the foreign language.
22. Read a news story and describe the emotions experienced by the people involved in that story. Rewrite the story, using words or descriptions that convey those emotions.
23. Read a newspaper article about a science-related event or process. List or underline a number of facts in the article (teacher may specify number). Write questions the reporter might have asked in order to elicit that information.
24. Read an article from the local section of the newspaper that interests you. Jot down words that describe your reactions to the article. Write an essay describing what your reactions were and why. Rewrite if necessary. Share your article with the class.



People in the News

To the Writer: You will identify people in the news.

Prewriting

1. Read the newspaper for one week.
2. After one week make a list of five people who have been mentioned in the news more than once during that time.

3. Using the chart below list the names. Beside each name state why that person was in the news.

Name	Why in the news?

Pennsylvania Outcomes — Chapter 5

(1) COMMUNICATIONS.

- (i) All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
- (ii) All students read and use a variety of methods to make sense of various kinds of complex texts.
- (iii) All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
- (iv) All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.
- (v) All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
- (vi) All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications.
- (vii) All students listen to and understand complex oral messages and identify their purpose, structure and use.
- (viii) All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.
- (ix) All students converse, at a minimum level of “Intermediate Low,” as defined in the oral proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, in at least one language other than English, including the native language, if other than English, under Sec. 5.215(c) (relating to languages).

(2) MATHEMATICS.

- (i) All students use numbers, number systems and equivalent forms (including numbers, words, objects and graphics) to represent theoretical and practical situations.
- (ii) All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.
- (iii) All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.
- (iv) All students formulate and solve problems and communicate the mathematical processes used and the reasons for using them.
- (v) All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.
- (vi) All students evaluate, infer and draw appropriate conclusions from charts, tables and graphs, showing the relationships between data and real-world situations.
- (vii) All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.

(3) SCIENCE AND TECHNOLOGY.

- (i) All students explain how scientific principles of chemical, physical and biological phenomena have developed and relate them to real-world situations.

- (ii) All students demonstrate knowledge of basic concepts and principles of physical, chemical, biological and earth sciences.
 - (iii) All students use and master materials, tools and processes of major technologies which are applied in economic and civic life.
 - (iv) All students explain the relationships among science, technology and society.
 - (v) All students construct and evaluate scientific and technological systems using models to explain or predict results.
 - (vi) All students develop and apply skills of observation, data collection, analysis, pattern recognition, prediction and scientific reasoning in designing and conducting experiments and solving technological problems.
 - (vii) All students evaluate advantages, disadvantages and ethical implications associated with the impact of science and technology on current and future life.
 - (viii) All students evaluate the impact on current and future life of the development and use of varied energy forms, natural and synthetic materials, and production and processing of food and other agricultural products.
- (4) ENVIRONMENT AND ECOLOGY.
- (i) All students understand and describe the components of ecological systems and their functions.
 - (ii) All students analyze the effects of social systems, behaviors and technologies on ecological systems and environmental quality.
 - (iii) All students think critically and generate potential solutions to environmental issues.
 - (iv) All students evaluate the implications of finite natural resources and the need for conservation, sustainable agricultural development and stewardship of the environment.
- (5) CITIZENSHIP.
- (i) All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations and describe themes and patterns of historical development.
 - (ii) All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, land masses and nations, and describe the relationships between geography and historical, economic and cultural development.
 - (iii) All students describe the development and operations of economic, political, legal and governmental systems in the United States, assess their own relationships to those systems and compare them to those in other nations.
 - (iv) All students examine and evaluate problems facing citizens in their communities, state, nation and world by incorporating concepts and methods of inquiry of the various social sciences.
 - (v) All students develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentation.
 - (vi) All students explain basic economic concepts and the development and operation of economic systems in the United States and other nations, and make informed decisions about economic issues.
 - (vii) All students demonstrate their skills of communicating, negotiating and cooperating with others.

- (viii) All students demonstrate that they can work effectively with others.
- (ix) All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

(6) ARTS AND HUMANITIES.

- (i) All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form.
- (ii) All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the works.
- (iii) All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.
- (iv) All students produce, perform or exhibit their work in the visual arts, music, dance or theater, and describe the meaning their work has for them.

(7) CAREER EDUCATION AND WORK.

- (i) All students explore the multiple purposes of work and the range of career options, including entrepreneurship, and relate them to their individual interests, aptitudes, skills and values.
- (ii) All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.
- (iii) All students understand and demonstrate the importance of relating their academic and vocational skills — for example, interviewing, creative thinking, decision making, problem-solving, understanding and giving written and oral instructions — to their ability to seek, obtain, maintain and change jobs.
- (iv) All students completing a vocational-technical education program exhibit the skills required to succeed in a particular occupation for which they have prepared.

(8) WELLNESS AND FITNESS.

- (i) All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.
- (ii) All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stage of life.
- (iii) All students demonstrate their knowledge of the benefits associated with physical fitness and good personal health habits including health promotion and disease prevention.
- (iv) All students identify the advantages of avoiding, and develop the skills to avoid, tobacco, alcohol and substance use.
- (v) All students demonstrate individual development in motor fitness and physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities, to promote lifelong physical activity.
- (vi) All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities.

(9) HOME ECONOMICS.

- (i) All students demonstrate their knowledge of principles of consumer behavior as a foundation for managing available resources to provide for personal and family needs.
- (ii) All students demonstrate their knowledge of basic child health and child care skills.

ALLENTOWN SCHOOL DISTRICT

K-3 WRITING ASSESSMENT HOLISTIC SCORING GUIDE

6

Develop topic in a clear and concise manner
Contains precise description and details
Has well-developed sequential order
Contains highly original ideas and creativity
Contains a variety of sentences in paragraph form
Contains few or no mechanical and usage errors

5

Adheres to the topic
Contains appropriate description and details
Incorporates logical sequential skills
Contains originality and creativity
Contains a variety of sentences in an attempt to form a paragraph
Contains some mechanical and usage errors

4

Exhibits some development of topic or theme
Includes adequate details and description
Develops noticeable sequence
Has limited originality and creativity
Contains related sentences
Contains mechanical and usage errors not severe enough to interfere with writer's purpose

3

Gives limited attention to topic
Includes minimal description and details
Attempts to use sequential skills
Attempts to be original and creative
Contains related words in phrases or unrelated sentences
Shows weaknesses in mechanical and usage skills

2

Does not develop a topic
Uses description
Confuses use of sequence
Contains word groups
Uses inventive spelling

1

Contains name and/or words or letters or lists
Contains pictures in place of words, or pictures only
Contains illegible scrawl