

Read, Write, Speak, Listen, View and Learn

About this guide

The guide, *Read, Write, Speak, Listen, View and Learn*, invites teachers or parents to work with different sections of the newspaper and adapt activities to students' needs and interests.

What can teachers do to help students and parents do to support their children?

- Read aloud the instructions
- Work on parts of or whole activities, one at a time
- Choose some, not all, of the activities
- Work alongside students or children and discuss choices
- Prepare and offer models

Other approaches (or scaffolding) to assist students and children:

- Judge the complexity of text and choose stories based on text complexity before directing students or children to stories (or visual presentations).
- Use less text-dependent visuals, such as photos, illustrations, comics and advertisements to complete activities.
- Use related visuals along with text to complete activities.
- Find out which sections of the newspaper that students or children prefer and draw heavily from those sections.
- Focus on familiar people, places and items.
- Pair or group students or children and have them collaborate.
- Have independent learners lead teams or groups and share their choices.

Teachers with interactive white boards will be able to apply white board technology to the pdf version, allowing students and teachers to mark up a copy projected at the front of the class.

Teachers, parents and students who are not using interactive white board technology and choose the fillable/editable pdf will find that it will not allow the options for drawing lines and other that can be done with white board technology or pen and paper copies of the guide. Users of fillable/editable pdf can discuss where they look for answers to questions and/or track where they find answers to questions by tracing with their fingers lines from the questions to the preferred media. When you use the fillable version of the guide, do what the fillable/editable allows and figure out ways to discuss choices that fillable/editable does not allow you to write down or mark in that version.

This document supplements Read, Write, Listen, View and Learn, a 12-page guide, outlining different approaches to using news content and aligning activities with Common Core State Standards.

Read, Write, Listen, View and Learn was adapted from a 1994 publication, Read, Watch, Listen and Learn, written by Dr. Sherrye Dee Garrett, Tracy Love and James Saurbaugh, then of Lancaster (Pa.) Newspapers, Inc., and distributed by The Newspaper Association of America Foundation. The revised version was developed for NIE Week 2014 by Mary Miller and Sandra Cook.

How Common Core State Standards Apply to this Guide

Three standards from Informational Text (and other sections) of Common Core State Standards serve as the foundation for this guide.

Text complexity identifies three factors. For students to complete this guide, teachers match students to the texts and tasks, evaluate the text and judge its readability for the grade level. Applying the three factors, teachers choose visuals and/or texts for any models they provide. Teachers also help students choose visuals and/or texts based on the three factors.

Integration of Knowledge and Ideas require the use of different media or formats. The guide directs students to different media or formats, including print and digital newspapers, to obtain details that answer questions and enable them to make comparisons and draw conclusions.

Comprehension and Collaboration in Speaking and Listening calls for students to work one-on-one or together in teams and small groups and as a whole class (teacher-led) at the discretion of the teacher (or parent). Throughout, the guide provides questions and encourages discussion.

Below, the activities are aligned with key standards (Informational Text, Writing and/ or Anchor Standards), though teachers may address other standards in matching students with text and task.

Page #-Title of Activity

Alignment with Common Core State Standards

Page 2-Table of Contents

Page 3-How much do you use media?

Integration of Knowledge and Ideas (Informational Text-Reading Standard 7: draw on multiple print or digital sources to answer a question)

Page 4-What information do you find in newspapers?

Key Ideas and Details (Informational Text-Reading Standard 3: text-based or evidence)

Page 5-Which media do you use to answer questions?

Key Ideas and Details (Informational Text-Reading Standard 3: text-based or evidence)

Page 6-What are the advantages and disadvantages of using different media?

Craft and Structure (Anchor Standard-Reading Standard 6: assess how purpose shapes content and style)

Page 7-Are you in the news?

Craft and Structure (Informational Text-Reading Standard 5: overall structure, comparison/contrast)

Page 8-Do you get the message?

Key Ideas and Details (Informational Text-Reading Standard 3: relationships and interactions) and Integration of Knowledge and Ideas (Informational Text-Reading Standard 7: draw on multiple print or digital sources to answer a question)

Page 9-Do you know ads?

Key Ideas and Details (Informational Text-Reading Standard 3: relationships and interactions) and Craft and Structure (Informational Text-Reading Standard 4: words and phrases; Reading Standard 5: overall structure)

Page 10-How are news reports structured?

Craft and Structure (Informational Text-Reading Standard 5: overall structure)

Page 11-What would you choose?

Write informative/explanatory texts (Writing Standard 2: examine a topic and convey ideas and information clearly) and Integration of Knowledge and Ideas (Reading Standard 7: draw on multiple print or digital sources to answer a question)

Page 12-Can you be a journalist?

Write informative/explanatory texts (Writing Standard 2: examine a topic and convey ideas and information clearly)