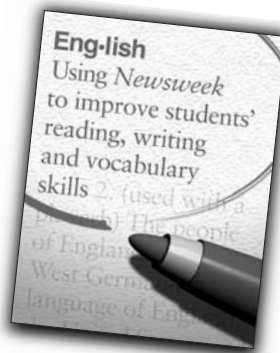


English:

Using NEWSWEEK to Improve Students' Reading, Writing And Vocabulary Skills



Newsweek Education Program Curriculum Guide Sampler

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Note: The statement below from the National Council of Teachers of English reflects the contents of the full, 48-page NEWSWEEK Education Program English Curriculum Guide. This sampler booklet illustrates a few of the many ways the resource can be used in classrooms.

Thousands of classrooms reap the benefits of using the NEWSWEEK Education Program

- Improve students' reading, writing and vocabulary skills
- Teachers enjoy FREE maps and resources, as well as a weekly teachers guide filled with classroom activities
- Classrooms become more productive, creative and exciting
- NEWSWEEK materials help everyone meet and surpass standards in English and Social Studies



NCTE

The National Council of Teachers of English is a professional development association dedicated to improving the teaching of English language arts. The NCTE Writing Initiative is grounded in the research-based belief that in order for students to become successful writers they need to have frequent and authentic opportunities to write with support from school, home, and the wider community.

This curriculum guide offers teachers guidance and support, through its alignment with NCTE Standards for the English Language Arts, for helping students improve and succeed as writers and readers.

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English Curriculum Guide

FAST FACTS

WHAT

- A NEWSWEEK Education Program Curriculum Guide
- Unit helps students use NEWSWEEK to improve their reading, writing and vocabulary skills
- 48-page resource features 30 activity sheets and 12 readings
- Teacher's guide offers strategies for instruction
- Supports use of authentic materials and primary sources
- Online activities at www.newsweekeducation.com

WHO

Students taking:

- English Language Arts
- Speech/Debate
- Journalism
- Writing/Composition
- A.P. English
- ESL

HOW

Standards:

- NCTE-aligned

Skills:

- Prereading
- Reading for content
- Essay writing
- Vocabulary building

Some suggestions:

USE IT!

- Explore topics covered in NEWSWEEK to stimulate students' growth in English Language Arts skill areas.
- Have students maintain a writer's journal.
- Use the Curriculum Guide with NEWSWEEK to reinforce the reading-writing connection.
- Utilize activities in NEWSWEEK ThisWeek Teacher's Guide to develop students' problem-solving and critical-thinking skills.

INTRODUCTION

The English Guide provides a mixture of activities and ideas for using NEWSWEEK in the English classroom. The activities focus primarily on enriching students' understanding of reading, writing and vocabulary by incorporating engaging articles from NEWSWEEK magazine.

The English Guide encourages negotiation and discussion among students. Collaborating with peers to solve a problem, pooling information, checking a learning task or getting feedback on oral or written performance are all key to gaining deeper levels of understanding of content and concepts.

Combined with NEWSWEEK magazine, The English Guide is a helpful tool for educators who are working to improve student learning and achievement.

TEACHER'S GUIDE

The full, 48-page English Curriculum Guide is divided into three parts. Part I highlights effective reading and vocabulary strategies that will help students to understand and enjoy NEWSWEEK's wide range of articles, hopefully instilling a lifelong desire to read. Part II engages students to employ a variety of strategies as they write, highlighting the importance of the writing process, especially revision, for effective written communication. And Part III develops students' abilities to understand different styles of writing, preparing them to plan, organize and write a paper in each style.

The amount of time spent on activities will vary depending on your curriculum objectives and your students' needs. Extensive activities are provided in the full version of the resource to improve reading, writing and vocabulary skills. The following excerpt from the teacher's guide that is found in the 48-page guide provides exercises that lay the groundwork for students' work. The text that follows is written so that a teacher may appropriate the same language when directing students.

READING

PREREADING QUESTIONS

Before reading any article, list what you already know about the topic. Then write three questions you would like to have answered in the article. Read the article carefully. If it does not answer your questions, do additional research in the library and write the answers to your questions. Document the research sources you used.

PREDICTING

Choose a news article or feature. Read it carefully. Then complete the following exercises:

- ✓ Read just the lead and billboard. What do you think is the central issue? Who is involved?
- ✓ Read the lead and the conclusion. What questions do you think should be answered in between? How do the lead and the conclusion differ?
- ✓ Read the entire article. Were all of your questions answered? If not, why? Were some questions irrelevant or not important enough to cover in a limited space?
- ✓ Pretend to be an editor. Why was certain information about the topic included? Why was other information excluded?
- ✓ According to the article you just read, what seems to be the most important element in a news story?

IDENTIFYING PARTS OF AN ARTICLE

As you read news articles, identify NEWSWEEK's format in each one:

- ✓ Lead—Opening passage written to attract the readers' attention and encourage them to continue reading
- ✓ Billboard—Statement of the article's main idea in one or two sentences
- ✓ Body of article—Develops information by using main ideas and details. Can be developed chronologically or thematically.
- ✓ Kicker—Concluding sentence or paragraph; comments on the significance of issues, looks toward the future or presents a question that has yet to be answered; perhaps an ironic point.

WRITING

CONCISE WRITING

Concise writing means getting to the point quickly and without using needless words. The "Transition" or "Newsmakers" section in NEWSWEEK is a good example of several kinds of concise writing techniques:

a. Find examples of the following: "Adjectives + Nouns" formula (for example: golfer Tiger Woods). Then, find an example of another transition formula: "after" (doing something), "Was" (something), "where she/he" (did something else), and then "later served" (as something else).

b. Write a "Transition" or "Newsmakers" column with entries about celebrities or other newsmakers (perhaps people in your school or community).

DETAILS

Select a news article or feature about a famous person whom you find interesting. Read the article and study any accompanying photographs. Write a list of descriptive details that tell what this person does or how he or she is unique. Include physical and descriptive details. Do not reveal the individual's name as you read the details to your class.

PROFILE WRITING

One form of descriptive writing is the "profile." A profile describes the personality and motivations of a well-known, interesting or important person. It includes quotes from the subject and from friends and acquaintances that illustrate the subject's character and behavior. The lead should contain an anecdote, quote or question that attracts the reader's attention and presents some key fact about the subject. The profile's development should analyze the motivations behind the person's behavior. Write a profile about a person currently in the news.

RESPONSIVE WRITING

Clip out four interesting paragraphs and pictures and tape them on a sheet of paper. Write an interesting question beneath each clip that could be used for creative thinking and writing. Exchange papers with a classmate and select one of the questions to answer. Write a creative piece that uses any format—either a poem, essay, short story, dialogue or description. Share your work with the class.

Stories Unfold: Titles, Heads, Subheads and Captions

Choose a NEWSWEEK cover story.

NAME _____

DATE OF ISSUE _____

ARTICLE TITLE _____

One way critical readers gain understanding from reading is making predictions of what they are going to read before reading it. Through clues in the text, readers make predictions or guesses based on the title, captions, and first/last paragraphs.

- 1) Study the cover of the magazine. Just from the looking at the cover, predict what the cover story is about this week.
- 2) Look at the article's title and predict what the article is about.
- 3) Look at the photos/pictures with the article and predict what the article is about.
- 4) Read the headings and subheadings and predict what the article is about.
- 5) Read the captions with the photos and predict what the article is about.
- 6) Read the first paragraph and the last paragraph and predict what the article is about.
- 7) Read the article. Which of your predictions were correct? Incorrect?
What do you think helped or didn't help you in making your predictions? Explain.
- 8) Imagine the article doesn't have a title, any headlines, subheads or captions. From reading the article, write your own for the article.
- 9) Write in your journal, reflecting on how you benefit—or not—from predicting what's in the article before reading it.
Reflect on any other reading strategies you have.

Think Aloud

Choose any NEWSWEEK article.

NAME _____

DATE OF ISSUE _____

ARTICLE TITLES

Thinking aloud while you're reading helps you begin to understand what you know and what you don't know, which, with reflection, will help you become a better critical reader.

Here are a few examples of the kinds of strategies you may incorporate when reading:

Making Connections: "This reminds me of ..."

Questioning: "Why is this ..."

Making Inferences: "I think ..."

Clarifying: "I am confused because ..."

Determining Importance: "This is important because ..."

Visualizing: "I would describe the picture I see in my head as ..."

"Fixing up": "I should reread because ..." "Maybe I'll read ahead to see if it gets clearer."

- 1) With a partner, take turns "thinking aloud" by reading and thinking aloud paragraph-by-paragraph from your article. While one of you is reading and "thinking aloud," the other partner listens and writes down what is being said, so you have a record afterwards.

- 2) When both of you have finished, see which strategies you used from the list above. How many strategies did you use? Primarily one? Or many? Did you use more of one strategy than another one? If so, why? If not, why not?

- 3) Write a letter to your partner, reflecting on how you feel "thinking aloud" benefits you as a reader. What have you learned about reading? What are you doing now that you didn't do in the past?

Expanding Vocabulary Everyday

Choose a **NEWSWEEK** article that explains an innovation or trend.

NAME

DATE OF ISSUE

ARTICLE TITLES

Expanding vocabulary is a lifelong adventure. For example, you might develop an interest in a new hobby or need to research an unfamiliar topic that requires you to read more on the subjects. Once you begin your inquiry, you discover that there are many unfamiliar vocabulary words. What do you do now?

- 1) List words or phrases whose meanings are not clear to you. Look up each in the dictionary.

- 2) List words you thought were especially powerful in conveying feeling or meaning.

- 3) Write a one-sentence appraisal of the author's word choice.

- 4) List interesting metaphors, similes or images.

- 5) Make a list of transition words or phrases at the beginning of each paragraph.

- 6) What details or examples does the author provide that support the essay's larger ideas?

- 7) Who does the author quote, and how do the quotes make the article more informative or persuasive?

Activities for anytime

- Read. Reading a variety of materials will improve your vocabulary.
- Write in your journal, reflecting on how you learn vocabulary best, and what you can further do to help improve your vocabulary.
- Keep a vocabulary log in your journal of new words and definitions. Also, it's a good idea to write a complete sentence using the new work.

'Be Specific'—Clear and Vivid Details

Choose a **NEWSWEEK** article from **Periscope, Tip Sheet** or **Newsmakers**.

NAME _____

DATE OF ISSUE _____

ARTICLE TITLE _____

Writers use descriptive words in articles to create vivid images of people, events and places that heighten the readers' interest in the subject.

- 1) Review the article. List the details and descriptive words
(e.g., sensory details that help the reader see, smell, hear and feel the experience).

- 2) With a partner, discuss the article and compare your lists of descriptive words. Did you list much of the same material?

- 3) How well do you think the details contributed to the interest and understanding of the essay?
How do the details help you understand the purpose? Explain.

- 4) Together with your partner, rewrite a couple of the paragraphs, but leave out all the details you listed/highlighted.
Discuss with your partner the differences between the original and the rewrite.

- 5) Collaboratively, write a brief statement about which essay, the original or the rewrite, you liked better and why.
Reflect on the role played by the details and descriptions in helping you understand the essay.

- 6) Think about some experiences of your own that had particular meaning for you.
 - a. Briefly state one of those experiences.

 - b. Briefly state its meaning.

 - c. List three descriptive details/images of the experience that help illustrate its meaning.

 - d. Write one stand-alone paragraph about the experiences using the material you noted in 6a-6c.
Try to make your details and descriptions as clear and vivid as possible.

Writing About People

Choose a **NEWSWEEK** article or interview about a person who is influencing contemporary political, social and/or economic situation. It might be a political or business leader, an entertainer or a contemporary hero.

NAME

DATE OF ISSUE

ARTICLE TITLE

1) Describe the person's biographical background:

Name:

Age:

Country:

Career:

Ideological perspective (religion, politics):

Education background:

Goals:

2) In what ways does this person qualify as influential?

3) Who views his/her actions as positive? Negative?

4) What obstacles has this person overcome in order to achieve personal and professional goals?

5) What strategies did the person use to overcome obstacles?

6) Predict the long-term legacy of this individual.
How will he or she be viewed by the next generation?

7) Who in the past had similar goals?

8) How were his or her approaches different from this person?

9) What lessons can you learn from this person's life experiences?

10) Choose a person you know who qualifies as an influential person in your life. Using the reading questions above as a guide, interview the person to gather details and information about his or her life experiences and achievements. Using the article as a model, write a story about the person. Use vivid details and direct quotes where possible.

Writing to Real Readers: Writing Reviews

Choose a NEWSWEEK article that is a movie, book, art, music or TV show review.

NAME _____

DATE OF ISSUE _____

ARTICLE TITLE _____

Literacy Education Online (LEO) suggests the following questions (5 Ws) for prewriting and writing a review:

What?

- What are you reviewing? What is it about? What's the plot?
- What's the theme?
- What is the author's/director's purpose?
- What genre or classification does it fit?
- What is the tone? What is the point of view? What's the mood?

When and Where?

- When was this done? Or when does the action take place?
- Where was this done? Or where does the action take place?

How?

- Who wrote it, directed it or acted in it? What else have they done?
- Who are the main characters?
- Who's the intended audience?
- Who has said what about this? Why?

Who?

- How does it convey its main point, mood or theme? How did the audience react to it?
- How well does it fulfill its purpose?

Why? (Evaluation)

- Did I like this in general? Why?
- Did I agree with the main theme/purpose? Why or why not?
- What specifically did I like/dislike? Why?
- Did the author/actors /director do a good job? Why or why not?
- How could it be improved? Why would particular changes help?

Source: Literacy Education Online <<http://leo.stcloudstate.edu/index.html>> St. Cloud (Minn.) State University.

© 1995-2002 by Judith Kilborn for The Write Place, St. Cloud State University.

1) Write your own review of a book, movie, play, concert, television show, art exhibit or CD. Include points of comparison, opinion and necessary background information to support critical statements. Do not write a review that is just a synopsis. Use descriptive language to help readers visualize the subject of the review. Have others read your review and discuss your reactions.

Proposals: Problem/Solution

Choose a NEWSWEEK article that presents a problem or an issue, and offers a solution.

NAME _____

DATE OF ISSUE _____

ARTICLE TITLE _____

1. What is the strongest part of the article?
2. How well is the problem defined? Decide whether the problem is stated clearly. Is there enough information given about its causes and effects? What more might be done to establish its seriousness? Is there more readers might need/want to know?
3. How clearly is the solution presented? Restate the solution. How could its presentation be strengthened? Does the solution seem practical? If not, why not?
4. How convincing is the argument for the solution? Look at the reasons and evidence offered in support of this solution. Are they sufficient? Which are the most convincing? Which are the least convincing? Why?
5. Consider the treatment of counterarguments to the proposed solution. What reasons and evidence refuting counterarguments seem most convincing? Least convincing?
6. Are alternative solutions discussed and either accommodated or refuted? What are the most convincing reasons given against any other solutions? Least convincing?
7. How appropriate is the tone? Is a reasonable tone used, one that argues forcefully yet finds some common ground with readers who may advocate alternative solutions?
8. How well is the article organized?
9. Is the beginning engaging? Why or why not? If not, how might it be revised in other ways to capture the reader's attention?
10. Evaluate the ending. Is the ending effective? Why or why not? Does the ending convey a sense of urgency?

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Name: _____

School: _____

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Number of weeks _____

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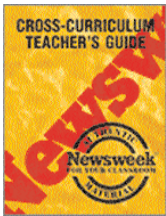
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Newsweek Education Program



Curriculum guides are tailored to your subject. Each has dozens of activities for use with NEWSWEEK.

The NEWSWEEK Education Program provides NEWSWEEK for 59 cents per student copy and a broad range of FREE resources to help teachers make the most of the magazine and meet educational standards:

- **Weekly teacher's guides, featuring activities, a quiz, political cartoons and discussion questions, plus words and terms in the news**
- **Issues Today wall maps and NewsSource units that explore critical national and global issues**
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