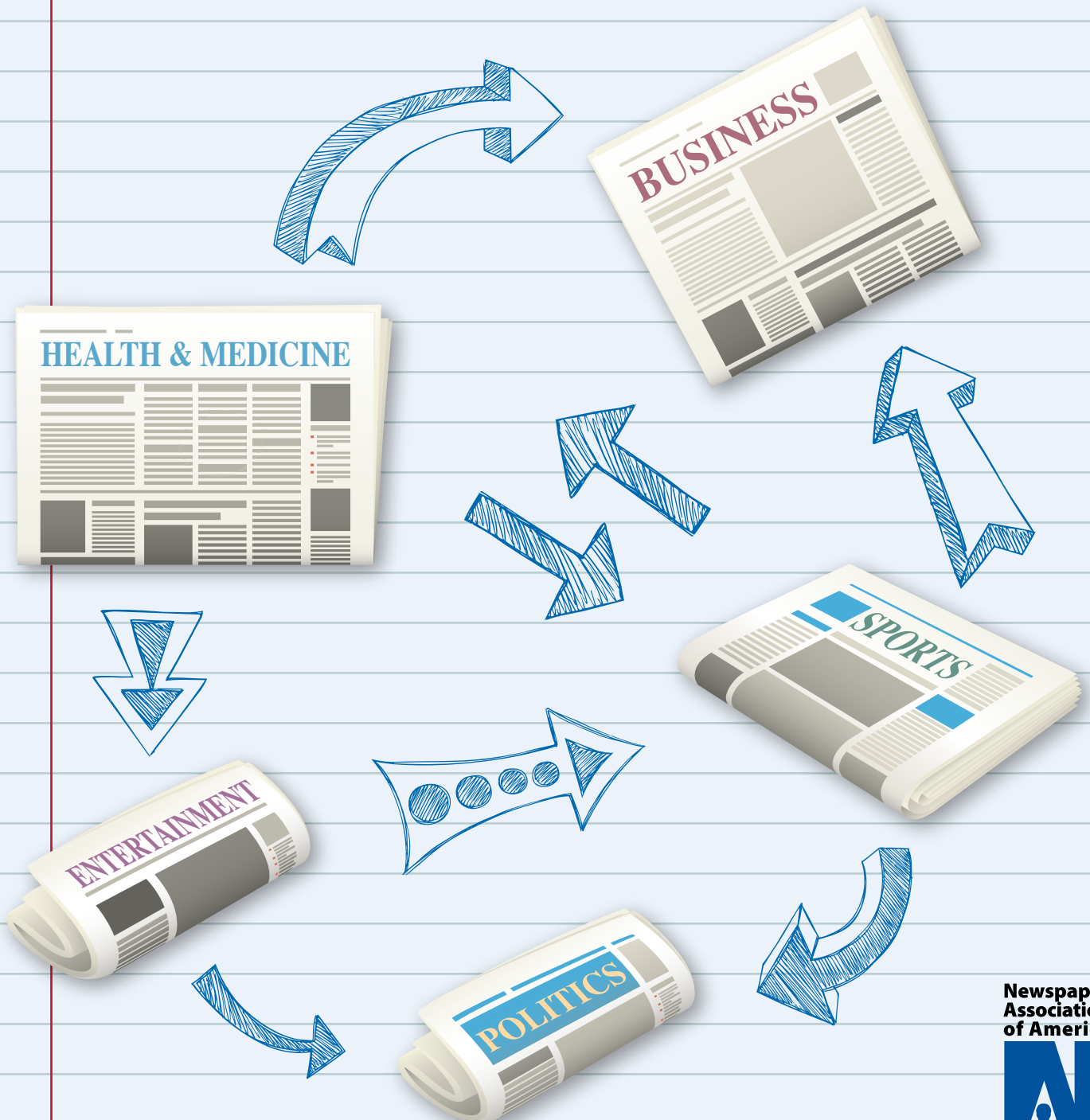


# A Good Read

## Literacy Strategies With Newspapers



# A Good Read

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## Literacy Strategies With Newspapers

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# INTRODUCTION

“Every educator is a teacher of reading,” the expression goes. That might be a difficult mantra to live by if you consider yourself a mathematician or historian. The truth is that despite your area of expertise, you will find yourself teaching reading and writing at some point during the day in middle or high school. You may be teaching reading to adolescents who struggle to read.

With the blitz of video gaming, social networking and texting, students are bombarded with information daily in multiple ways and settings. They are less interested in reading textbooks and course material and more interested in gathering information in a fast-paced, action-packed manner as they access all they need to know on phones, hand-held gaming devices, tablets or laptops. Moreover, teachers are faced with how to keep adolescents engaged with reading in today’s world and 21st-century classrooms.

Standards-based educational reform, budgetary constraints, accountability measures and demands of standardized testing require that all educators be held accountable for students’ success. Much of that success stems from students being proficient and strategic readers and writers. It is estimated that approximately 8.7 million students in fourth through 12th grades struggle with reading and writing tasks required in school (“Adolescents and Literacy: Reading for the 21st Century,” Michael L. Kamil, 2003).

This statistic clearly indicates that literacy instruction is a necessary and vital component of middle and high school curriculums nationwide. Content-area teachers can become very frustrated with the amount of time spent dealing with reading and writing issues in classrooms while feeling ill-equipped to handle such problems. The situation compounds itself amid the push for higher standardized test scores.

Incorporating literacy skills into every lesson will have an impact on student engagement, retention and lifelong learning. Literacy demands on our society have increased exponentially as we have progressed from the Industrial Age to the digital age. In “Content Area Reading: Literacy and

Learning Across the Curriculum” (2010), authors Richard T. and Jo Anne L. Vacca and Maryann E. Mraz affirm that adolescents entering the adult world of the 21st century will read and write more than those at any other time in history.

Even with the explosion of technology, reading and writing with independence and confidence will remain master arts in the information age (“Tying Together the Common Core of Standards, Instruction, and Assessments,” Vicki Phillips and Carina Wong, Phi Delta Kappan magazine, February 2010). Thus, to help future generations communicate effectively at every level, all teachers must become master teachers of literacy.

As content-area teachers begin to consider themselves literacy teachers or at least partners in the literacy process, they can find a wealth of research-based strategies to teach literacy in their subject areas while using the newspaper – print or digital – as the vehicle to do so. The newspaper is the perfect textbook because it is written at a level that many adolescents can read, some with ease, and successfully learn about content while practicing the chosen literacy skill.

The newspaper teaches students about themselves and their community, state, country and world. It teaches them to navigate text to find information and helps them learn about current events or their favorite sports. The newspaper teaches students that what happens in the world matters to their lives and those of their families. World events can affect the economy, gas prices or how much a gallon of milk costs.

The newspaper is the first place they may go to find a job or a used car, or to read about technological and scientific advances. Finally, the newspaper is an authentic text because it directly affects students and the way they view themselves and the world around them. What better way to teach content?

*The truth is that despite your area of expertise, you will find yourself teaching reading and writing at some point during the day in middle or high school.*

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## What Reading Teachers Forgot to Tell You

When children enter school, they immediately begin learning how to read. They learn letters, what they sound like and eventually how they come together to form words. As students enter first grade, they are decoding hundreds of words and have memorized hundreds more by sight. By second grade, they are reading small chapters in popular book series. Amazing growth occurs from kindergarten to second grade, and learning to read is at the forefront of students' education.

Throughout elementary school, the task of learning to read focuses primarily on use of narrative text. Once students enter upper elementary and middle school they face expository text, which can be very difficult for many. The reality is that students are *reading to learn* about information in upper elementary, middle and high school.

Much attention has been paid to emerging literacy skills of elementary students, but not until recently have researchers, teachers and even parents demanded that schools deal with ever-changing literacy needs of adolescents. The term "adolescent literacy" became part of the educational lexicon in the 1990s shortly after the National Council of Teachers of English and the International Reading Association developed the Standards for the English Language Arts in 1996.

The standards presented a vision of literacy education that included use of print, oral and visual language and addressed six interrelated English language arts: reading, writing, speaking, listening, viewing and visually representing. Language arts and literacy are no longer separate entities to be taught in isolation, but as part of a whole. Adolescent literacy is unique in that students need skills and strategies to function in the adult world. With this in mind, learning strategies to use when faced with text is invaluable for middle and high school students.

Reading experts have identified five areas of reading: phonics, phonemic awareness, vocabulary, fluency and text comprehension. Although some middle and high school students will struggle with decoding words, the areas of vocabulary and comprehension will be featured in this guide. It

is to be used to enhance those areas and employ strategies in one of the two. For instance, students may read an editorial in the newspaper using a comprehension strategy. Teachers get the most mileage from using newspapers and research-based literacy strategies while teaching content.

## Format of the Resource

This is a guide for teachers who strive to integrate research-based literacy strategies into existing curriculum using the newspaper. Units feature an overview and rationale for each strategy and a sample lesson plan so teachers can practice in their classrooms using the newspaper. Each lesson plan includes the ability level (middle and high school), instructional objectives, applicable Common Core State Standards, materials, procedures, an assessment/evaluation, adaptations and an example of the strategy.

Reproducible handouts are provided where applicable for teachers interested in trying strategies with different text or additional sections of the newspaper. Each lesson concludes with a list of additional resources for teachers who want to extend their exploration of the topic or find related lesson plans.

## Common Core State Standards

Common Core State Standards ([www.corestandards.org](http://www.corestandards.org)) "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers."

This resource lists all applicable Common Core State Standards so teachers will have that information at their fingertips. A Standards Alignment Chart is also provided on page 7 so teachers can easily find lessons that suit their needs and standards they want to meet. Language arts standards are found at [www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

## Standards Alignment Chart

The following chart can be used as a quick reference when a teacher wants to find a lesson and the corresponding Common Core State Standards.

<b>Lesson</b>	<b>College and Career Readiness Anchor Standards for Reading (6-12)</b>	<b>College and Career Readiness Anchor Standards for Writing (6-12)</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening (6-12)</b>	<b>College and Career Readiness Anchor Standards for Language (6-12)</b>
Anticipation Guide	1, 2, 4, 5	4, 5	1, 4, 6	1, 3
Concept Map	1, 2, 4, 5	4, 5	1, 4, 5, 6	1, 2, 3
KWL/KWLQ	1, 2, 4, 5		1, 4, 5, 6	1, 3
Think Alouds	1, 2, 4, 5		1, 4, 5, 6	1, 3
QAR	1, 2, 4, 5	4, 5	1, 4, 5, 6	1, 2, 3
QTA	1, 2, 4, 5	4, 5	1, 4, 5, 6	1, 2, 3
Reciprocal Teaching	1, 2, 4, 5	4, 5	1, 4, 5, 6	1, 2, 3
Semantic Feature Analysis	1, 2, 4, 5	4, 5	1, 4, 5, 6	1, 2, 3

## Bibliography

Vacca, Richard T. and Jo Anne L., and Maryann E. Mraz. "Content Area Reading: Literacy and Learning Across the Curriculum" (10th edition). Allyn & Bacon, 2010.

# Research-Based Literacy Strategies

## Using the Newspaper

### Unit 1: ANTICIPATION GUIDES

#### Rationale and Overview of the Strategy

Anticipation guides were developed by John Readence, Thomas W. Bean and R. Scott Baldwin (1981) to help teachers activate students' background knowledge and set a purpose for reading. These guides essentially challenge students' preconceptions or misconceptions about a topic or concept, help them set a purpose for reading and access prior knowledge about a particular topic, and aid them in reading strategically.

Designed to increase content knowledge and reading comprehension concurrently while activating prior knowledge, anticipation guides prepare readers for text by asking them to answer a series of essential questions/statements related to the content material to help foster discussion and comprehension *before* reading. Anticipation guides may be used for students at any level and are generally more useful for expository texts, such as newspaper articles.

The guide consists of statements related to a text students will read. Some statements are true; some are false. Some provoke deep discussion, controversy and even disagreement.

Most notably, anticipation guides are excellent tools for developing critical thinking and promoting cross-cultural understanding (Conley, 1985). Furthermore, requiring students to think about the topic before reading will help them anticipate what the text will say and set a purpose. In doing that, students instinctively will look and listen for information presented in the guide. Effective statements in anticipation guides convey a sense of major ideas that students will encounter. In addition, they activate and draw on students' prior experience and challenge their beliefs (Duffelmeyer, 1994).

Anticipation guides will provoke deep discussion about concepts before they are read, opening lines of communication and inviting ELL students and those with special learning needs into the conversation by helping them to participate successfully in conversations directly connected to their prior knowledge. Students with prior knowledge of particular topics remember more information than do students with little or no prior knowledge (Kujawa and Huske, 1995).

#### Steps for using an anticipation guide:

- ◆ Choose a newspaper article related to the science, math, health, technology or social studies curriculum.
  - Develop statements so that information can be identified in the text to support and/or oppose each one.
- ◆ Identify several major concepts related to the article that students are expected to learn as determined by the teacher.
- ◆ Write statements on the anticipation guide template (see handout).
- ◆ Develop four to six clearly written statements relating to the article. Statements should challenge students' preconceptions and include some true/false assertions. (Note: Avoid generalizations and abstract statements.)
- ◆ Distribute the anticipation guide. Students respond to each statement before reading and defend their answers in small-group or whole-class discussion. They should be writing in the "pre-reading" column on the anticipation guide.



- ◆ Discuss their responses.
- ◆ Remind students that the anticipation guide helps them set a purpose.
- ◆ Read the selected article. Ask students to show you “evidence” in the text (i.e., where they found the answers). Students should underline or circle the information.
- ◆ Revisit the anticipation guide and answer questions in the “post-reading” column.
- ◆ Engage students in summarizing, discussing and expressing how the reading selection reinforced or challenged prior knowledge. This strategy also will improve comprehension significantly.

## Sample Lesson Plan: Anticipation Guide

### Introductory Material

**Grade Levels:** Middle and High School

#### **OBJECTIVES:**

**The student will be able to:**

- ◆ Distinguish between fact and opinion.
- ◆ Predict what will occur in the selected reading.
- ◆ Complete the anticipation guide before and after reading.
- ◆ Discuss misconceptions or answers on the anticipation guide.
- ◆ Articulate reasons why questions were answered the way they were.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### **College and Career Readiness Anchor Standards for Reading**

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### **College and Career Readiness Anchor Standards for Writing**

##### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

---

## College and Career Readiness Anchor Standards for Language

### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### *Knowledge of Language*

- 3 Apply knowledge of language to understand how language functions in different contexts,

to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **MATERIALS:**

- ◆ A newspaper editorial and a related news story
- ◆ Highlighters
- ◆ Anticipation Guide Handout
- ◆ Chalkboard or whiteboard

## Lesson Development

### **Anticipatory Set:**

The teacher writes the following statements on the board and asks students to determine which is fact and which is opinion:

- ◆ Eighty-five percent of juveniles who interface with the juvenile court system are functionally illiterate.
- ◆ All illiterate juveniles will end up in the court system because they cannot read.

### **PROCEDURES:**

- ◆ Ask students to explain how they know the difference between fact and opinion. Ask students to share examples of both.
- ◆ Distribute highlighters and the newspaper editorial. Ask students to read it silently or whisper-read it with a partner. ELL students and those with special learning needs should be partnered with stronger readers.
- ◆ Ask students to determine whether the editorial is fact or opinion. Ask them to use highlighters to indicate any statements in the editorial that reflect opinions.

- ◆ Distribute the anticipation guide prepared by the teacher. Ask students to read the statements. Remind them that like editorial writers, they too have opinions and that having an opinion does not mean it is truthful or factual. Ask them to use their opinions and answer true or false to statements in the “pre-reading” column.
- ◆ Engage students in a conversation to share their answers and the opinions that support them. Remind students that like editorial writers, everyone is entitled to an opinion.
- ◆ Distribute the news story. Read with students as a class or have them read with partners or independently.
- ◆ Ask students to answer true or false in the “post-reading” column based on facts from the story. Remind them that their opinions are not to interfere with the facts in the reading.
- ◆ Have students return to the text and highlight where they found answers to the questions (evidence).
- ◆ Discuss answers and require students to share locations of the answers in the text.

### **Closure:**

Ask students to reiterate the difference between fact and opinion.

---

**Student Evaluation:**

Informal assessment of students can be conducted easily by ensuring that their post-reading answers are correct. Teachers should also be certain that students can find evidence in the text to support their answers.

**Adaptations:**

ELL students and those with special learning needs should be permitted to work with partners. Reducing the number of questions on the anticipation guide will significantly help students in this area.

**Example of an Anticipation Guide**

Pre-Reading		Statement	Post-Reading	
True	False		True	False
		The average video game addict is 35 years old.		
		Teenagers should read more and play fewer video games.		
		In 2007, one in five adults played video games once a day.		
		Eleven percent of teens play video games more than 10 hours a day.		

---

# Anticipation Guide Handout

Name: \_\_\_\_\_

Directions: Respond to each statement before reading (*pre-reading*) or performing a particular task.  
Respond to each statement after reading (*post-reading*) or performing a particular task.

Pre-Reading		Statement	Post-Reading	
True	False		True	False

---

## Additional Resources

- ◆ The how, what and when of anticipation guides. Blank templates are available, as are examples of how anticipation guides are used in content areas. [www.readingrockets.org/strategies/anticipation\\_guide](http://www.readingrockets.org/strategies/anticipation_guide)
- ◆ Example of anticipation guides for content areas: [www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm](http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1anti.htm)
- ◆ Overview of how to use an anticipation guide and why it is helpful before reading text with students: [www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-previewing-using-226.html](http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-previewing-using-226.html)
- ◆ Lesson plan for using an anticipation guide: [http://reading.ecb.org/downloads/pk\\_lp\\_AnticipationGuide.pdf](http://reading.ecb.org/downloads/pk_lp_AnticipationGuide.pdf)

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- Conley, Mark W. "Promoting Cross-Cultural Understanding Through Content Area Reading Strategies." *Journal of Reading*, April 1985, pp. 600-605.
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# Research-Based Literacy Strategies Using the Newspaper

## Unit 2: CONCEPT MAPS

### Rationale and Overview of the Strategy

Concept maps, developed by Joseph D. Novak of Cornell University in the 1960s, are a visual representation (graphic organizer) of information used for a vocabulary term or concept being introduced to students for examining in text or through classroom discussion. Concept maps are generally used for generating ideas, such as in brainstorming, communicating complex ideas in simple terms and helping students understand by connecting prior knowledge with new learning.

The purpose of this strategy is to build interest in vocabulary while examining terms. Research indicates that vocabulary plays a critical role in reading by facilitating comprehension (Blachowitz and Fisher, 2000; Snow, Burns and Griffin, 1998) and is one of the five key emphasis areas necessary for successful reading among students (National Reading Panel, 2000).

For students to understand what they are reading and to make sense of the text, vocabulary must

be understood. To facilitate and expand students' vocabularies, extensive reading of a variety of genres inside and outside the classroom results in substantial growth in vocabulary and comprehension abilities (Cawelty, 2004). By encouraging students to read the newspaper, teachers can significantly add to students' listening, speaking, reading and writing vocabularies. The more vocabulary words students know, the better they can infer unfamiliar words (Rupley, et al., 1998/1999) and the more likely they will comprehend what they read.

Concept maps can be created on interactive whiteboards, computers, chalkboards or chart paper. Students can make their own by drawing a circle in the middle of a piece of paper. Inspiration Software Inc. ([www.inspiration.com](http://www.inspiration.com)) and Kidspiration ([www.inspiration.com/kidspiration](http://www.inspiration.com/kidspiration)) are user-friendly programs for the creation of extensive concept maps. Microsoft Word also has a template available.

### Steps for creating a concept map:

- ◆ The teacher must decide what concept will be taught and how it relates to understanding the text or discussion. Concept maps (see example) are typically used to introduce students to a topic that will spark critical thinking and conversation.
- ◆ Draw a large circle on the board, interactive whiteboard or chart paper. Write the concept in the center of the circle.
- ◆ Ask students to think about the concept for a few minutes and then tell you what comes to mind.
- ◆ Begin by writing what they tell you, branching out from the main concept circle. Related terms should then branch out in the same manner.
- ◆ Use this process to lecture, discuss or explore new ideas.
- ◆ After reading, students can revisit the concept map and add or revise information learned through reading.

---

# Sample Lesson Plan: Concept Map

## Introductory Material

**Grade Level:** Middle and High School

### **OBJECTIVES:**

**The student will be able to:**

- ◆ Create a concept map with the teacher's guidance.
- ◆ Contribute words or phrases to the class concept map.
- ◆ Verbalize connections on the concept map.
- ◆ Read and summarize a newspaper article in a small cooperative group.
- ◆ Add additional information to the concept map after reading a newspaper article.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### **College and Career Readiness Anchor Standards for Reading**

#### ***Key Ideas and Details***

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### ***Craft and Structure***

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### **College and Career Readiness Anchor Standards for Writing**

#### ***Production and Distribution of Writing***

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### **College and Career Readiness Anchor Standards for Speaking and Listening**

#### ***Comprehension and Collaboration***

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### ***Presentation of Knowledge and Ideas***

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **College and Career Readiness Anchor Standards for Language**

#### ***Conventions of Standard English***

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

---

### Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### MATERIALS:

- ◆ Newspaper article(s)
- ◆ Concept map template
- ◆ Interactive whiteboard, overhead projector or document camera (in lieu of chalkboard or chart paper for teacher use)
- ◆ Chart paper for small groups
- ◆ Markers for small groups

## Lesson Development

### Anticipatory Set:

Distribute chart paper and markers to small groups. Ask students to draw a large circle on the paper and write COURAGE in the middle of the circle. Ask students to participate in *Think, Pair, Share*. Students think about the concept for two minutes without talking. Then they pair or move into small groups and talk with their partners or group members about the topic, jotting down words or phrases that come to mind and making sure to draw lines from the words.

Finally, students share ideas with the whole class. The teacher writes words that students share on the concept map created on the document camera, chalkboard, overhead projector or chart paper.

### PROCEDURES:

- ◆ Explain to students that concept maps (which they have created) are used to explore unfamiliar vocabulary terms or new concepts they encounter in reading.
- ◆ Distribute the Concept Map Handout, or use the one at <http://office.microsoft.com/en-us/templates/concept-map-elementary-TC101887902.aspx>. Students with computer access can use this in Microsoft Word.
- ◆ Distribute copies of the newspaper article. Depending on ability level, students can use the same article as a class or work in small groups with different articles. To challenge students, have them work alone.
- ◆ Ask students to whisper-read the article with a partner or small group (or silently on their own) and determine the main idea. Students

should write the main idea in the center of their concept maps.

- ◆ Ask students to determine supporting details that should be written in the extensions. Each extension is then completed with additional details.
- ◆ When students have completed their concept maps, they can share them with the class. From the concept maps, students should be able to summarize the assigned article.
- ◆ Remind students that this tool is an excellent way for them to summarize assigned readings outside of class on their own.

### Closure:

If Inspiration, Kidspiration or another mind-mapping tool is available, allow students to create concept maps on the computer for class distribution. Students will enjoy viewing others' creations. Or, allow students to download and use the free concept map for Microsoft Word from the beginning of the lesson.

### Student Evaluation:

Students can be informally evaluated on ability to create a concept map with a main idea and additional details. They also can be evaluated on ability to summarize the article effectively. Because students are presenting their concept maps, oral summarization should be the focus. For higher-level students, a written summary may be an alternative assignment. For evaluation of an Inspiration-created concept map, a rubric is available at <http://www2.uwstout.edu/content/profdev/rubrics/inspirationrubric.html>.



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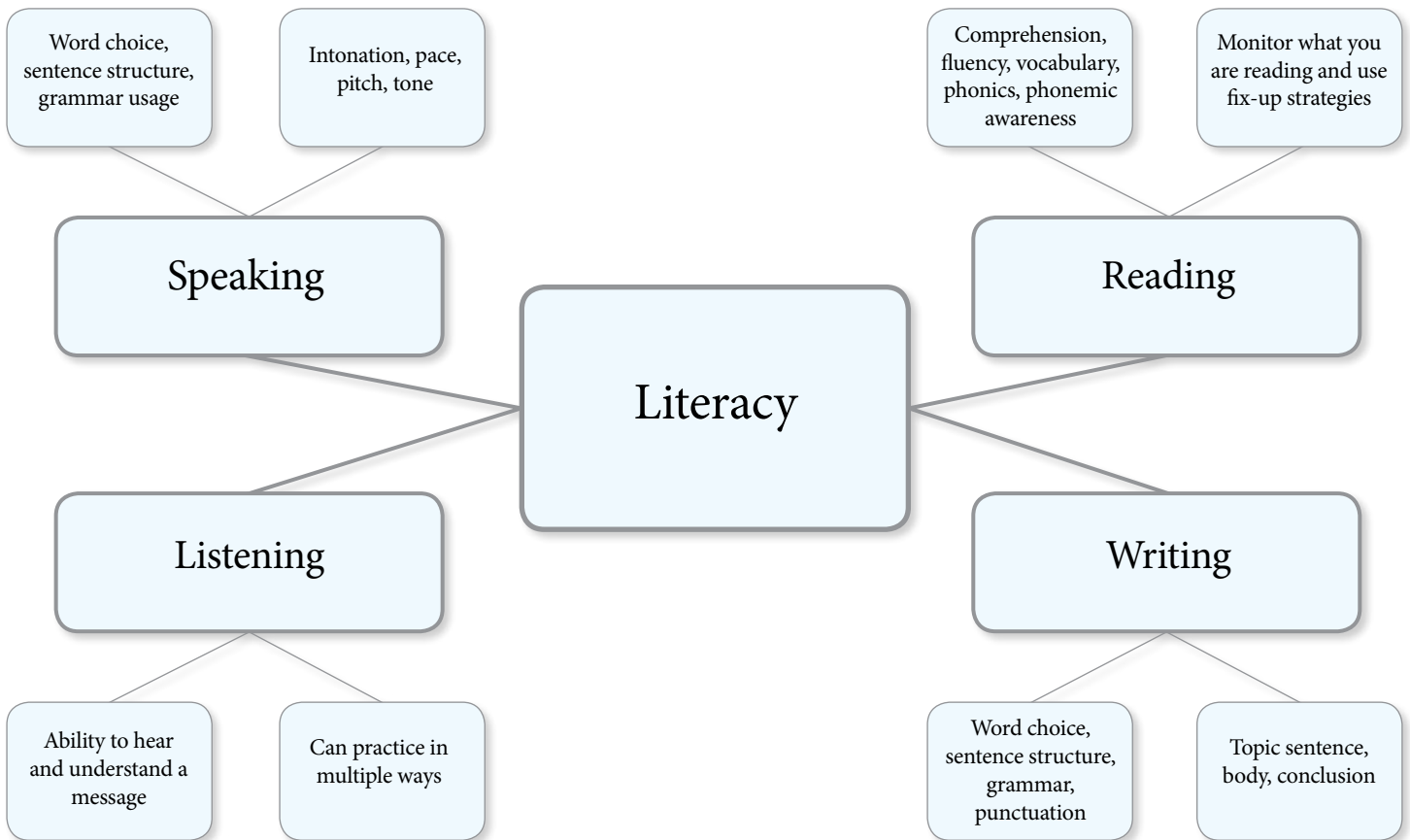
**Adaptations:**

Allow ELL students and those with special learning needs to work in small groups or with partners. Listening to the article read aloud will benefit struggling readers. Reducing supporting

details required on the concept map is a viable alternative to writing. A concept map is beneficial for visual learners and those with special learning needs.

## Concept Map Example

### TOPIC

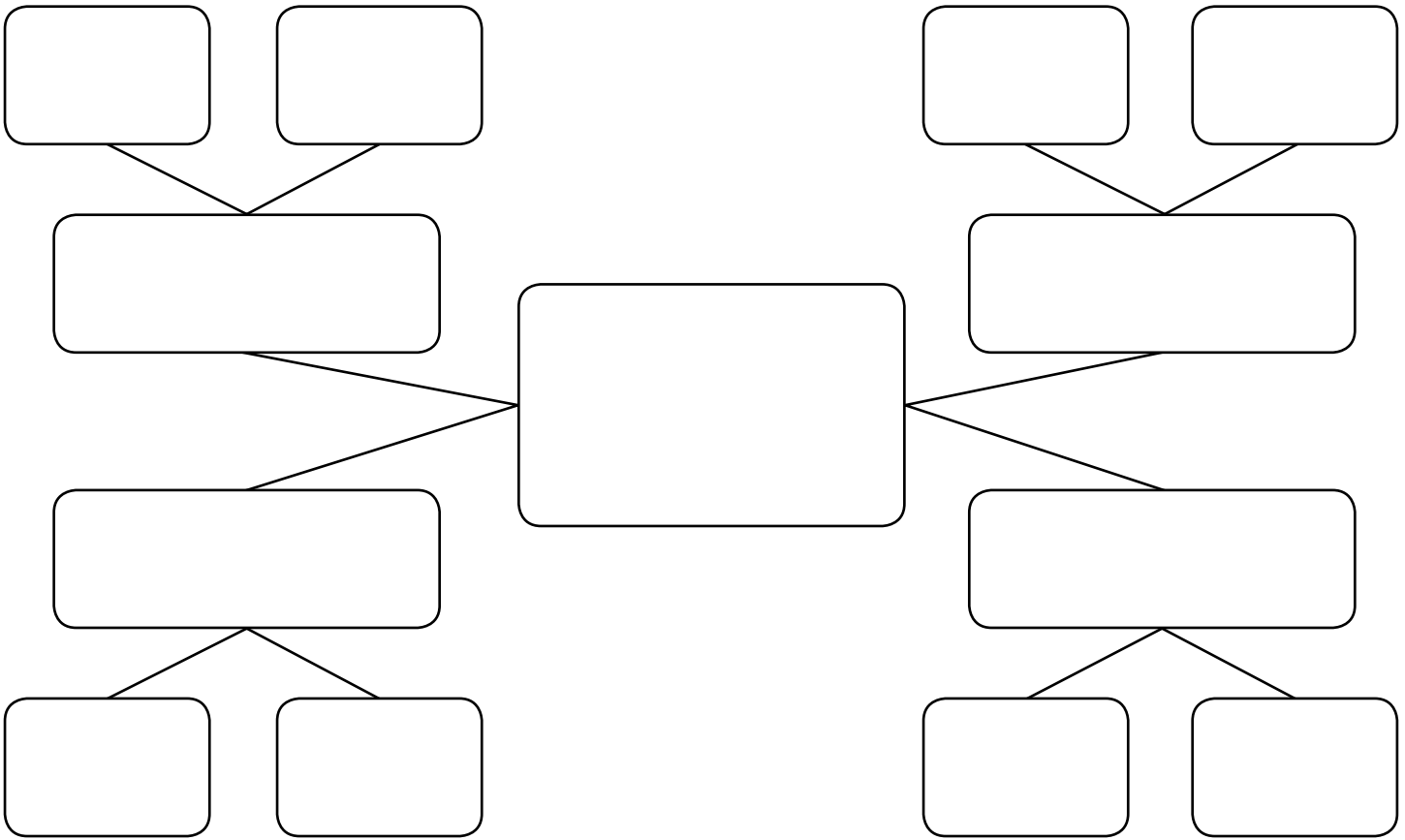


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# Concept Map Handout

Name: \_\_\_\_\_

**TOPIC**



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## Additional Resources

- ◆ Examples of computer-generated concept maps: [www.graphic.org/concept.html](http://www.graphic.org/concept.html)
- ◆ Research on concept maps and how to create and use them for instructional purposes: <http://cmap.ihmc.us/publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm>
- ◆ Additional research on concept maps and types available for use with students: <http://cmap.ihmc.us/publications/ResearchPapers/Cyclic%20Concept%20Maps.pdf>
- ◆ Multiple graphic organizers, including several types of concept maps: [www.sdcoe.net/score/actbank/torganiz.htm](http://www.sdcoe.net/score/actbank/torganiz.htm)

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# Research-Based Literacy Strategies Using the Newspaper

## Unit 3: KWL/KWLQ

### Rationale and Overview of the Strategy

Used before and after reading, KWL and KWLQ charts assist teachers in activating students' prior or background knowledge of a subject or topic. They also foster inquiry, active reading, setting a purpose for reading, and research. The KWL charts are especially helpful as a pre-reading strategy with expository text because they give students a sense of what they will be reading and help them consider what will be important information in texts.

The “K” stands for what students *know*, “W” for what they *want* to learn and “L” for what they *learn* as they read or research. A KWLQ is similar, but adds an additional task in which students must

create *questions* they still have about the reading or topic. These charts are a terrific way for teachers to assess students' background knowledge and engagement with text.

Developed in 1986 by Donna Ogle, Ed.D., a past president of the International Reading Association, the KWL chart helps students become better readers of expository text and encourages teachers to be more interactive and goal-oriented. Students also reflect on their learning, which will increase their ability to process and comprehend the material. Both the KWL and KWLQ charts are easy to create in a word-processing program or on plain white paper, chart paper or a board.

### Steps for using a KWL/KWLQ:

- ◆ Explain the chart's purpose (see handouts).
- ◆ Before reading, ask students what they know about the topic being discussed, researched or addressed. For example, if the topic is dinosaurs, students should write everything they know about dinosaurs in the “K” column. Encourage students to discuss what they know with a partner or small group.
- ◆ Ask students to write what they want to know in the “W” column. Younger students may have to be prompted by requiring them to list three or four items in this column.
- ◆ In the format the teacher has chosen, students read the text (silently, with a partner, whole group, echo reading or choral reading). As with all texts, the teacher is responsible for ensuring effective comprehension instruction. Stop throughout the text and check for comprehension by questioning and other means.
- ◆ After reading, students write everything they learned about the topic in the “L” column.
- ◆ If using a KWLQ, tell students to write questions they still have in the “Q” column.
- ◆ Start a class discussion – an effective tool to make a class KWL or KWLQ as students share information. This can be created on chart paper or a board, or as a Word document that the teacher can save, print and distribute to all students.

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## Sample Lesson Plan: KWL/KWLQ

### Introductory Material

Grade Levels: Middle and High School

#### OBJECTIVES:

The student will be able to:

- ◆ Use background knowledge to complete the “K” column.
- ◆ Create three questions s/he wants to learn from the news story.
- ◆ Recall what s/he learned from the news story.
- ◆ Discuss what s/he learned from the news story.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

#### College and Career Readiness Anchor Standards for Reading

##### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### *Craft and Structure*

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with

diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

##### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### College and Career Readiness Anchor Standards for Language

##### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### *Knowledge of Language*

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### MATERIALS:

- ◆ Newspaper article
- ◆ KWL and KWLQ Handouts
- ◆ Chart paper or interactive whiteboard
- ◆ Document camera or overhead projector
- ◆ Chalkboard or whiteboard
- ◆ Red markers or crayons

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## Lesson Development

### Anticipatory Set:

Write REALITY TELEVISION on the board. Ask students to tell you everything they know about the topic. Allow students to talk for as long as they like. Adolescents will have much to share about this topic. Ask students to tell you everything they want to know about the topic, then ask them to tell you ways they could find answers to their questions. Lead students to the point that reading for knowledge is one way to learn information about topics that interest us.

### PROCEDURES:

- ◆ Show students a KWL or KWLQ with the overhead projector or document camera. Tell them that this is a graphic organizer to document information they just shared. Also tell them that documenting this information before and after they read will have great impact on how well they read a text.
- ◆ Distribute a KWL or KWLQ Handout to each student or small groups, depending on teacher preference.
- ◆ Read or show students the headline for the newspaper story. Ask what they think the topic of the article will be. Listen to their input and when a student gives the correct answer, write the word or phrase on the board.
- ◆ Ask students to talk to their group members and complete the “K” column with everything they know about the topic.
- ◆ Ask them to write at least three questions in the “W” column.
- ◆ Before reading, ask the class to come together and discuss information on their charts. This discussion will help comprehension, especially for students lacking sufficient background knowledge on the subject.
- ◆ Write group responses on a KWL or KWLQ on chart paper, document camera or overhead projector.
- ◆ Distribute red markers or crayons.
- ◆ Tell students to read the news story.
- ◆ As they read, students should underline in red any information mentioned from their “K” column and/or answers to questions from their “W” column. This sets a purpose for reading and forces them to read strategically.
- ◆ After reading individually or in small groups, students should complete the “L” column documenting what they have learned from the news story. If using a KWLQ, students should also complete the “Q” portion. These questions can lead to additional research on the topic.
- ◆ After the KWL or KWLQ is completed, bring the class together to summarize and discuss what was learned in the news story.

### Closure:

Ask students to verbalize two important lessons learned from using KWL or KWLQ, either content-related or strategy-related.

### Student Evaluation:

Through discussion, students can be evaluated on ability to use prior knowledge to make sense of text. Through discussion of what was learned, students also can be evaluated on ability to summarize text.

### Adaptations:

ELL students and those with special learning needs may require additional scaffolding. The teacher may want to give them a certain number of items as a goal for each column or ask them to try contributing one item to the discussion. Teachers should also consider chunking the reading material – having students read the lead and asking them to summarize. They then check their chart to see whether anything mentioned is on the KWL or KWLQ. If so, they can use their red marker or crayon to underline the information. Chunk material in small, consumable portions for struggling readers. Partner ELL students and those with special learning needs with people who will sufficiently aid them in reading the text and completing the chart.

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## KWL Example

Topic: The Holocaust

K (What I KNOW)	W (What I WANT to know)	L (What I LEARNED)
<p>Millions of Jews were killed</p> <p>Adolf Hitler</p> <p>Auschwitz</p> <p>Nazi Germany</p>	<p>Why did Hitler hate Jews so much?</p> <p>Who were the Nazis, and when were they in power?</p> <p>Were only Jews tortured during this time period?</p> <p>What does "Final Solution" mean?</p>	<p>Hitler hated Jews because he believed that they were inferior in every way.</p> <p>Nazis believed that they were genetically superior and of German descent.</p> <p>Other disfranchised groups were tortured, including the disabled, Gypsies, Poles, Russians and many others.</p> <p>The "Final Solution" was the name of the plan to kill all Jews in German-controlled lands.</p>

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## KWL Handout

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

K (What I KNOW)	W (What I WANT to know)	L (What I LEARNED)



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## KWLQ Handout

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

K (What I KNOW)	W (What I WANT to know)	L (What I LEARNED)	Q (What QUESTIONS I still have)

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## Additional Resources

- ◆ How to use KWL, with various templates: <http://olc.spsd.sk.ca/DE/PD/instr/strats/kwl>
- ◆ Template to use for research purposes: [www2.scholastic.com/content/collateral\\_resources/pdf/d/dec05\\_unit\\_kwl.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/d/dec05_unit_kwl.pdf)
- ◆ How this strategy can be used for all ages: [www.studygs.net/texred3.htm](http://www.studygs.net/texred3.htm)

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# Research-Based Literacy Strategies Using the Newspaper

## Unit 4: THINK ALOUDS

### Rationale and Overview of the Strategy

A Think Aloud is an instructional strategy to help students improve reading comprehension by verbalizing metacognitive strategies while reading text. Created by Beth Davey in 1983, it is the one strategy that can be used as a diagnostic tool to assess students' abilities to use inferences as they read (Laing and Kamhi, 2002).

By modeling what good readers do when facing confusing or difficult text, students can learn how to deal with challenging reading. When teachers verbalize what goes on in their minds as they

read, they are demonstrating for students that sometimes they, too, encounter confusing material and must “fix up” their reading.

A Think Aloud gives a virtually nonverbal activity (i.e., reading) a voice. Teachers rarely know what happens in students' minds, but this strategy opens a window into their strategies, or lack thereof, during reading. Students who verbalize thoughts while reading score significantly higher on comprehension tests (Anderson and Roit, 1993).

### Steps for conducting a Think Aloud:

- ◆ The teacher chooses an unfamiliar text, such as a news story or an editorial from the newspaper, and distributes copies to students. The teacher reads the text aloud while students follow along.
- ◆ As the teacher reads aloud, s/he stops periodically to model what is going on in his/her mind. The teacher should emphasize skills such as predicting, verbalizing misconceptions, making connections, visualizing and confirming or revising predictions. As the teacher models verbally, students can write their thoughts in the text margins. As they read, they must model any strategies that skilled readers use, including fix-up strategies.
- ◆ To help with this process (see the Self-Assessment Checklist), the teacher can use the following strategies:
  - Make predictions before and during reading. Show students how to develop hypotheses by saying, “I think \_\_\_ will happen next,” and how to revise and/or confirm predictions by saying, “That prediction was true because the text states \_\_\_.”
  - Help students create mental visual images by saying, “This made me think of \_\_\_,” or “I can see that \_\_\_.”
  - Share an analogy with students or model how prior knowledge and experiences apply by saying, “This is like the time when \_\_\_.”
  - Verbalize a confusing part or show how you monitor your own comprehension. Statements such as “That doesn’t make sense,” “I’m confused by \_\_\_” or “I wonder why \_\_\_” demonstrate for students what expert readers do when faced with reading difficulty.
  - Model appropriate fix-up strategies by saying, “I am not sure how this fits into what I’ve already learned,” “This is not what I expected,” “Maybe I should reread that part” and/or “I need to think about this.” This shows students the need to monitor comprehension and implement fix-up strategies to improve comprehension.
- ◆ Students should try to Think Aloud, with guidance, the next section of text.
- ◆ Eventually, the teacher can allow students to work in pairs and individually to Think Aloud portions of the text. The goal is for students to begin to do this as they read on their own.

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## Self-Assessment Checklist

Name: \_\_\_\_\_

This can be used by students to monitor progress with the Think Aloud strategy.

	Not Often	Sometimes	Often
I form mind pictures (visualize).			
I make predictions.			
I confirm/revise my predictions.			
I use comparisons.			
I monitor my comprehension and use fix-up strategies.			
I use context clues to figure out unfamiliar words in the text.			
I use my background knowledge to make sense of the text.			

Originally published in “Research-Based Reading Strategies in the Library for Adolescent Learners” by Carianne Bernadowski and Patricia Liotta Kolencik. Linworth Publishing (2009).

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# Sample Lesson Plan: Think Aloud

## Introductory Material

Grade Levels: Middle and High School

### OBJECTIVES:

The student will be able to:

- ◆ Read a news story and verbalize what s/he is thinking.
- ◆ Self-assess ability to conduct a Think Aloud.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Language

#### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### MATERIALS:

- ◆ Newspaper story
- ◆ Overhead projector or document camera
- ◆ Self-Assessment Checklist
- ◆ Assessment Evaluation Tool
- ◆ Copies of “The Lady or the Tiger” by Frank Stockton or computers with Internet access

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## Lesson Development

### Anticipatory Set:

Distribute copies of “The Lady or the Tiger” to students or have them visit [www.eastoftheweb.com/short-stories/UBooks/LadyTige.shtml](http://www.eastoftheweb.com/short-stories/UBooks/LadyTige.shtml) to view the text as you read it aloud. Conduct a Think Aloud with this text. Plan to stop periodically and verbalize thoughts, make predictions, visualize, make connections, use context clues and revise or confirm predictions. Encourage students to take notes.

### PROCEDURES:

- ◆ After completing the Think Aloud, conduct a class discussion of strategies used during it. Refer to the Self-Assessment Checklist to review what strategies were used during the Anticipatory Set. Any strategies not addressed should be modeled and discussed.
- ◆ Distribute the news story. Each student must have an individual copy.
- ◆ Distribute the Self-Assessment Checklist to each student.
- ◆ Tell students to pair with a classmate in preparation to practice the Think Aloud. The first student will read paragraph one while thinking aloud. The second will read the second paragraph and do the same. For students who need assistance, draw points on their copies of the article so they know where to start and stop.
- ◆ Allow student one to begin as indicated in the previous step. After the first paragraph is read and the Think Aloud is conducted, ask students to look at the Self-Assessment Checklist to ensure that they are doing what is required.
- ◆ Repeat with the second student as previously indicated.
- ◆ Allow students to continue the Think Aloud, taking turns when appropriate.
- ◆ Monitor students as they work with their partners.

### Closure:

At the end of the article, review the Self-Assessment Checklist with students. Ensure that all had a chance to read, Think Aloud and self-assess. Remind students that good readers do this naturally and that you want them to do this with each text they encounter daily.

### Assignment:

Assign another news story from the newspaper for students to try at home with a parent or older sibling. Distribute another Self-Assessment Checklist for use at home.

### Student Evaluation:

In addition to students’ self-assessment, the teacher can periodically assess their use of comprehension strategies. If teachers do so three times a year, students can see their progress at the beginning, middle and end of the year. The Assessment Evaluation Tool can be used for assessment purposes. Things to consider when assessing students’ ability to use Think Alouds include:

- ◆ Does the reader use background/prior knowledge to link with new learning in order to make meaning?
- ◆ Can the reader describe what is being visualized?
- ◆ Does the reader know when to use appropriate fix-up strategies to monitor comprehension?
- ◆ Can the reader explain or defend predictions and confirmations?
- ◆ Does the reader use context clues and/or background knowledge to deal with unfamiliar vocabulary?
- ◆ Does the reader use text structure knowledge to aid in comprehension?

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**Adaptations:**

ELL students and those with special learning needs may need accommodations for this particular strategy. Teachers should remember that second-language development occurs in stages, from silent and receptive. These students can understand some words but may not be comfortable speaking them. Repetition and extended guidance are recommended when working with special-needs or ELL students.

Allowing students to work with peers who demonstrate good comprehension abilities could provide the support diverse learners need. Suggesting that students verbalize and write questions on copies of the text would be advantageous. Other suggestions include making a T-chart or keeping a learning log on what students have read, viewed or heard. Repetition of steps would also benefit the diverse learner or one with special needs.

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## Assessment Evaluation Tool

Name: \_\_\_\_\_

Yes	No	
		The reader understands his/her purposes for reading.
		The reader verbalizes when creating visual images while reading.
		The reader makes predictions before and during reading.
		The reader confirms or revises predictions.
		The reader uses context clues to figure out unfamiliar vocabulary while reading.
		The reader provides verbal evidence of comprehension monitoring.
		The reader provides verbal evidence of application of fix-up strategies.

**Teacher's comments:**

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## Additional Resources

- ◆ Research, lesson plans and related resources on using Think Alouds to improve reading comprehension: [www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html](http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html)
- ◆ Step-by-step instructions on how to use Think Alouds effectively: <http://penningtonpublishing.com/blog/reading/how-to-use-think-alouds-to-teach-reading-comprehension>
- ◆ What a teacher sounds like while modeling a Think Aloud: [www.teachervision.fen.com/skill-builder/problem-solving/48546.html](http://www.teachervision.fen.com/skill-builder/problem-solving/48546.html)
- ◆ Example of a Think Aloud: [www.brighthub.com/education/k-12/articles/6734.aspx](http://www.brighthub.com/education/k-12/articles/6734.aspx)

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# Research-Based Literacy Strategies Using the Newspaper

## Unit 5: QUESTION-ANSWER RELATIONSHIPS

### Rationale and Overview of the Strategy

Developed by Taffy E. Raphael in 1982, Question-Answer Relationships help students realize there is a certain way to attack a text. Too often, students just look for the answer in the text. However, authors expect readers not only to find information in the text, but also to make connections to their background knowledge and experiences, and to what is happening in the world around them.

The QAR strategy explicitly shows readers the direct relationship between questions and answers: how to use and categorize questions and answers successfully and how to analyze text. Most important, this strategy helps students make inferences by locating information and using text structure to aid comprehension.

The QAR gives students and teachers a common language. This strategy also requires instructors to model explicitly types of questions typically asked by teachers and tests, even standardized test questions (Raphael and Au, 2005).

Four types of questions make up QAR: Right There, Think and Search, Author and You, and On Your Own (Raphael 1982, 1984, 1986). Questions categorized as Right There are found directly in the text in one location, while Think and Search may require students to read and find answers in more than one location between sentences or paragraphs. On the contrary, Author and You questions require readers to use what they have learned from the text and combine that with their background knowledge about the topic to formulate answers. On Your Own questions call upon readers to use their knowledge to answer without aid from the text.

Students should be introduced to the question types slowly. For ELL students and those with special learning needs, extended practice with each type of question would be beneficial. After students have mastered a type of question, the teacher can move to the next type. When students can answer the four types with ease, they can formulate their own QAR.

#### Steps for using QAR:

- ◆ Choose an expository text, such as a newspaper article, for students to read.
- ◆ Create a question to match each of the four types: Right There, Think and Search, Author and You, and On Your Own.
- ◆ Distribute the QAR Graphic Organizer so students can categorize questions.
- ◆ Have students read the text, answer the questions and place them into categories.

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# Sample Lesson Plan: Question-Answer Relationships

## Introductory Material

Grade Levels: Middle and High School

### OBJECTIVES:

The student will be able to:

- ◆ Read a news story provided by the teacher.
- ◆ Answer questions provided by the teacher.
- ◆ Categorize questions according to the QAR format.
- ◆ Create questions using the four categories of the QAR format.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### *Craft and Structure*

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### College and Career Readiness Anchor Standards for Writing

#### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Language

#### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### *Knowledge of Language*

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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## MATERIALS:

- ◆ News story or other newspaper article
- ◆ Overhead projector or document camera
- ◆ QAR Graphic Organizer Handout (two per student)
- ◆ Computer with Internet access

## Lesson Development

### Anticipatory Set:

Ask students to write the lyrics to “Itsy Bitsy Spider” or visit [www.babycenter.com/0\\_lullaby-lyrics-itsy-bitsy-spider\\_6729.bc](http://www.babycenter.com/0_lullaby-lyrics-itsy-bitsy-spider_6729.bc) to find them. Students will think this is elementary, but the song is ideal for showing them the categories of QAR. When students write or find the lyrics, ask these questions:

- ◆ Who climbed up the water spout?
- ◆ What happened after the rain washed the spider out?
- ◆ Why do you think the spider decided to climb back up the water spout?
- ◆ Explain a time you failed at something yet had the courage to try again.

### PROCEDURES:

- ◆ Introduce students to the four types of questions: Right There, Think and Search, Author and You and On Your Own. Distribute a QAR Graphic Organizer Handout to each student. Ask students to revisit the lyrics and questions, and write the appropriate question under the correct heading.
- ◆ Display the “Itsy Bitsy Spider” questions on the overhead projector or document camera. Students must be able to see each question.
- ◆ Work with students to identify where they found answers to the questions while explaining each category to them. For instance, the answer to “Who climbed up the water spout?” is found directly in the text without much searching. That would be categorized as a Right There question. The answers:
  - Who climbed up the water spout? (Right There)
  - What happened after the rain washed the spider out? (Think and Search)
  - Why do you think the spider decided to climb back up the water spout? (Author and You)

- Explain a time you failed at something yet had the courage to try again. (On Your Own)
- ◆ Distribute copies of the newspaper article to students. Allow them to work in pairs or small groups.
- ◆ Distribute another QAR Graphic Organizer Handout to each student.
- ◆ Students should read the story silently or whisper-read in pairs or small groups.
- ◆ Craft four questions (one of each type) using the QAR categories.
- ◆ Ask students to answer the questions and then categorize each under the correct heading.
- ◆ Review students’ answers and how they categorized the questions.
- ◆ Students should create their own questions using the newspaper story and switch questions with another group to extend their practice with the QAR strategy.

### Closure:

As a class, ask students to review the types of questions. Remind them that by thinking about questions this way, they can answer them more effectively on standardized tests, in published materials for textbooks and in class discussions.

### Student Evaluation:

Close monitoring of students as they process the types of questions is essential to determining success with the QAR strategy. Teachers also can collect and check questions that students create to determine what, if any, continued work they need with this strategy.

### Adaptations:

For ELL students and those with special learning needs, the teacher may want to take two days to introduce the four questions. Day one would include Right There and Think and Search. Day two would include the others.

---

## Sample QAR Graphic Organizer

<p><b>Right There</b></p> <p>Who climbed up the water spout?</p>	<p><b>Think and Search</b></p> <p>What happened after the rain washed the spider out?</p>
<p><b>Author and You</b></p> <p>Why do you think the spider decided to climb back up the water spout?</p>	<p><b>On Your Own</b></p> <p>Explain a time you failed at something yet had the courage to try again.</p>

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# QAR Graphic Organizer Handout

Name: \_\_\_\_\_

<b>Right There</b>	<b>Think and Search</b>
<b>Author and You</b>	<b>On Your Own</b>

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## Additional Resources

- ◆ Explanation of QAR for teachers: <http://fcit.usf.edu/fcat8r/home/references/additional-reading-strategies/qar.html>
- ◆ Various reading strategies for teachers' use in content areas, with graphic organizers and templates readily available: [www.readingquest.org/strat/qar.html](http://www.readingquest.org/strat/qar.html)
- ◆ Downloadable PDF including research, resources and templates for easy implementation of this strategy: [www.readinglady.com/mosaic/tools/QARQuestionAnswerRelationshipTeachingChildrenWheretoSeekAnswerstoQuestions.pdf](http://www.readinglady.com/mosaic/tools/QARQuestionAnswerRelationshipTeachingChildrenWheretoSeekAnswerstoQuestions.pdf)

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# Research-Based Literacy Strategies Using the Newspaper

## Unit 6: QUESTIONING THE AUTHOR

### Rationale and Overview of the Strategy

Questioning the Author is a comprehension strategy that evokes interaction and engagement with text. When students read informational or expository text, they gain very little from it because of obstacles such as incoherence, lack of clear descriptions and explanations, insufficient background knowledge, language barriers and the author's authority (Reutzel and Cooter, 2008).

More than just extracting information, reading is building understanding by determining what the information means (Beck, McKeown, Hamilton and Kucan, 1997). Questioning the author provides readers with tools necessary to “grapple with text and depose” the authority of the text (Beck, et al, 1996, p. 561). Students learn that authors' ideas are not clearly written sometimes. Knowing this, students are given freedom to deal with text without the writer's authority watching over them while reading.

Essentially, students are taught to question authors' intentions, purpose and authority when reading.

The QtA strategy is geared toward helping students “consider meaning, to develop and grapple with ideas, and to try construct meaning” (Beck, et al, 1997, p. 6). Unique to QtA (Beck, et al, 1997; Beck, et al, 1996) is the idea that textbook authors are not all-knowing but fallible and capable of unintentionally misinforming readers.

Questioning the Author (Beck et al., 1996) consists of four important features to help students comprehend text: “(a) it addresses text as the product of a fallible author; (b) it deals with text through general probes for meaning directed toward making sense of ideas in the text; (c) it happens in the context of reading as it initially occurs; and (d) it encourages collaboration in the construction of meaning” (p. 387).

### Steps for conducting QtA:

- ◆ Choose an expository text, such as a newspaper article, for student reading.
- ◆ Anticipate problems or roadblocks that the author may cause the reader.
- ◆ Segment the text and plan queries appropriately.
- ◆ Use these “initiating” queries:
  - What's the author trying to say?
  - What's the author's message?
  - What's going on here?
  - Tell me more about that thought.
  - What do you think the author wants us to know?
  - What's the big idea the author is trying to get across?
  - What information is the author portraying?
- ◆ Use these follow-up queries:
  - That's what the author says, but what does the author mean?
  - How does that add to ideas we're discussing?
  - What do you think about (student's name) comment?
  - What is (student's name) getting at?
  - What did the author say to make (student's name) think of that?
  - (Student's name) is on to something — what's that all about?
  - Is that all there is to it?
  - (Student's name) said \_\_\_\_\_. Did anyone else pick up on that?
  - Can anybody take that a little further?
  - How does that help us here?



---

# Sample Lesson Plan: Questioning the Author

## Introductory Material

Grade Levels: Middle and High School

### OBJECTIVES:

The student will be able to:

- ◆ Read an editorial provided by the teacher.
- ◆ Interpret the author's intentions.
- ◆ Complete the Questioning the Author Graphic Organizer Handout.
- ◆ Answer queries by the teacher.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### *Craft and Structure*

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### College and Career Readiness Anchor Standards for Writing

#### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Language

#### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### *Knowledge of Language*

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

---

## MATERIALS:

- ◆ Newspaper editorial
- ◆ Newspapers
- ◆ Overhead projector or document camera
- ◆ Chalkboard or whiteboard
- ◆ Questioning the Author Graphic Organizer
- ◆ Red markers

## Lesson Development

### Anticipatory Set:

Write CONSIDERATE and INCONSIDERATE on the board. Ask students to define the words.

### PROCEDURES:

- ◆ Lead students through a discussion of how some texts are inconsiderate because the author has written poorly. Tell students that sometimes they do not comprehend a text because of author – not reader – error.
- ◆ Distribute a newspaper editorial and place it on the document camera or overhead projector.
- ◆ Students should read the text aloud, silently or with a partner.
- ◆ Distribute the Questioning the Author Graphic Organizer Handout to each student.
- ◆ After reading, ask students to answer these questions:
  - What is the author trying to tell you?
  - Why is the author telling you?
  - Does the author say it clearly?
  - How could the author have said it to make it clearer?
- ◆ Ask students to find answers to the question “What is the author trying to tell you?” in each paragraph and use their red markers to underline or circle the answer.

- ◆ Ask students the remaining three questions, repeating the previous step in turn for each chunk or paragraph of the editorial.
- ◆ Match each student with a partner.
- ◆ Distribute newspapers. Ask students to read the headlines and find an article that interests them.
- ◆ Students should read their articles and question the authors as outlined previously.

### Closure:

Bring the class together and ask students to articulate what was most difficult about the strategy. Ask them to list three things they learned from reading text this way.

### Student Evaluation:

Students are informally assessed on ability to ask and answer questions using the QtA strategy. Ultimately, students should become skilled enough to question authors on their own as they read independently.

### Adaptations:

ELL students and those with special learning needs should be paired with more skilled readers who can support them as they grapple with text and the idea of questioning authors. The Questioning the Author Graphic Organizer Handout can be used as a visual aid to support students as they draft and answer those questions.

---

## Questioning the Author Graphic Organizer Handout

Name: \_\_\_\_\_

Questions to ask:	Example
What is the author trying to tell you?	
Why is the author telling you?	
Does the author say it clearly?	
How could the author have said it to make it clearer?	

---

## Additional Resources

- ◆ Information on QtA and other content area reading strategies: [www.readingquest.org/strat/qta.html](http://www.readingquest.org/strat/qta.html)
- ◆ Research-based literacy strategies: [www.fcrr.org/FCRRReports/PDF/QuestioningAuthor.pdf](http://www.fcrr.org/FCRRReports/PDF/QuestioningAuthor.pdf)
- ◆ Example and follow-up queries to help plan a QtA lesson: [http://score.rims.k12.ca.us/score\\_lessons/content\\_area\\_literacy/pages/questioning\\_the\\_author.html](http://score.rims.k12.ca.us/score_lessons/content_area_literacy/pages/questioning_the_author.html)
- ◆ Article by a teacher who has used QtA in her classroom: [http://projectcriss.com/pdf\\_files/12-W98-QUESTIONINGTHEAUTHOR.PDF](http://projectcriss.com/pdf_files/12-W98-QUESTIONINGTHEAUTHOR.PDF)

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Beck, Isabel L., Margaret G. McKeown, Rebecca L. Hamilton and Linda Kucan. "Questioning the Author: An Approach for Enhancing Student Engagement with Text." *International Reading Association*, 1997.

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# Research-Based Literacy Strategies Using the Newspaper

## Unit 7: RECIPROCAL TEACHING

### Rationale and Overview of the Strategy

Reciprocal Teaching is a questioning strategy that encourages students to ask questions and learn from a text through inquiry and dialogue. Reciprocal Teaching has four components: prediction, summarization, questioning and clarification. Based on the work of Annemarie Sullivan Palincsar and Ann L. Brown (1986), it is designed to have students assume the teacher's role by generating questions from their reading to bring meaning to the text.

Reciprocal Teaching is used to develop comprehension of expository text in which instructor and students take turns leading a dialogue about sections of a text. In this strategy, students and instructors establish a dialogue and work together in comprehending text, resulting in deep analysis of

the reading selection to improve comprehension.

Research indicates that teachers who consistently use Reciprocal Teaching will help students develop better reading comprehension (Zarrillo, 2006). Furthermore, this technique can be used with small and large groups in peer tutoring, science instruction and teaching listening comprehension (Palincsar and Brown, 1986). Reciprocal Teaching also has been found instrumental for increasing reading achievement of low-performing students in an urban school district as measured by standardized tests (Carter, 1997) and increased student reading achievement (Lysynchuk, Pressley and Vye, 1990).

### Steps for implementing Reciprocal Teaching:

- ◆ Introduce summarizing to students with an expository text, such as a newspaper article. Use a one- or two-paragraph selection and model how to write a summary with the entire group.
- ◆ Repeat this technique for each remaining piece of reciprocal teaching – questioning, clarifying and predicting. Modeling these strategies appropriately for students is important. Each job can be described for students as follows:
  - **Summarizer** – Interact with the group by discussing and documenting important parts of the selection.
  - **Questioner** – Ask questions related to main ideas in the text, being sure to include higher-level questions. Require group members to read between the lines or make inferences.
  - **Clarifier** – Help group members connect texts to their background knowledge and previous experiences, and help them understand confusing parts of the text and unknown vocabulary.
  - **Predictor** – Activate group members' background knowledge by making educated guesses and asking thought-provoking questions. Help group members by making and revising predictions and/or confirming those predictions.
- ◆ Divide the class into groups of four and assign each group member a job title. The teacher can use Job Cards (see handout) for this purpose.
- ◆ Help students determine places in the text where they should stop and conduct their Reciprocal Teaching task.
- ◆ Tell students to take turns providing appropriate information to peers.
- ◆ Students can assume the role of all four jobs simply by alternating at each predetermined stop. This method is recommended for students when they have practiced and used the strategy for some time and have become quite fluent in its implementation.
- ◆ Distribute the Reciprocal Teaching Graphic Organizer Handout. As students read the text, they should write the information in the appropriate column. During reciprocal teaching, students can complete the handout with information learned from group dialogue.
- ◆ Begin the cycle again.

---

# Sample Lesson Plan: Reciprocal Teaching

## Introductory Material

Grade Levels: Middle and High School

### OBJECTIVES:

The student will be able to:

- ◆ Summarize information found in a text.
- ◆ Predict while reading text.
- ◆ Generate questions while reading.
- ◆ Clarify confusing parts of the text.
- ◆ Actively discuss information found in the text.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### *Key Ideas and Details*

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### *Craft and Structure*

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### College and Career Readiness Anchor Standards for Writing

#### *Production and Distribution of Writing*

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### *Comprehension and Collaboration*

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### *Presentation of Knowledge and Ideas*

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Language

#### *Conventions of Standard English*

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### *Knowledge of Language*

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

---

## MATERIALS:

- ◆ Newspaper article
- ◆ Job Cards
- ◆ Reciprocal Teaching Graphic Organizer Handout
- ◆ Chalkboard or whiteboard
- ◆ Overhead projector or document camera

## Lesson Development

### Anticipatory Set:

Introduce students to the Reciprocal Teaching jobs, which include summarizer, predictor, questioner and clarifier. The teacher can use Job Cards to introduce the definitions. Write these sentences in random order on the chalkboard or whiteboard, or use the overhead projector or document camera to display them:

- ◆ The article is about a little boy who fell asleep on the school bus.
- ◆ I think the bus driver should be in trouble for not waking the little boy.
- ◆ It was the duty of the bus driver to contact the parents when the little boy wouldn't wake up from sleeping on the bus.
- ◆ Why didn't anyone notice the little boy on the bus?

Ask students to match a statement with a job title.

### PROCEDURES:

- ◆ Divide the class into four-person "home" groups.
- ◆ Give each home group a job with a matching Job Card. For example, the summarizer group includes four students, each of whom is given the job title of summarizer.
- ◆ Repeat the previous step with predictor, questioning and clarifier.
- ◆ Tell students that everyone will perform the jobs as assigned to their groups, so they must work diligently together to ensure that they have performed their best. Remind students that they will visit "teaching" groups and will be the only ones in those groups performing their jobs, so they must get them right.
- ◆ Distribute the newspaper article to the entire class, one copy per student, and ask students to read the article in their home groups. While

reading, they must perform their jobs. Because everyone in the home groups has the same job, they can collaborate.

- ◆ Students should write the information discussed and performed on their Reciprocal Teaching Graphic Organizer Handout in the appropriate column.
- ◆ Disperse students to teaching groups. Each group should have four students, with one person assigned each type of job (summarizer, predictor, questioner, and clarifier).
- ◆ Students should reread the article in their teaching groups.
- ◆ Students should discuss their findings based on their job titles. They should complete remaining columns of the handout based on what they learned from peers.

### Closure:

Send students back to their home groups to discuss pros and cons of what transpired in their teaching groups. The teacher may want to assign an additional article for homework and require students to complete all four jobs.

### Student Evaluation:

Students are assessed informally on ability to perform their jobs. If students are given homework, the Reciprocal Teaching Graphic Organizer Handout will enable the teacher to review their work the next day. This insight will provide valuable information about students' ability to perform skills included in the strategy.

### Adaptations:

ELL students and those with special learning needs will need plenty of support while performing their jobs in "home" groups. You may want to have ELL students shadow peers until they feel comfortable taking over a job independently. Translating the Job Cards into their native language, if applicable and feasible, would be beneficial.

---

## Job Cards

<p><b>Summarizer</b></p> <p>Interact with the group by discussing and documenting important parts of the selection.</p>	<p><b>Questioner</b></p> <p>Ask questions related to main ideas in the text and be sure to include higher-level questions. Require group members to “read between the lines” or make inferences.</p>
<p><b>Clarifier</b></p> <p>Help group members make connections between texts and their background knowledge and previous experiences; help them understand confusing parts of the text and unknown vocabulary.</p>	<p><b>Predictor</b></p> <p>Activate group members’ background knowledge by making educated guesses and asking thought-provoking questions; help them by making and revising predictions, and/or confirming them.</p>



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# Reciprocal Teaching Graphic Organizer Handout

Name: \_\_\_\_\_

Predictor	Questioner	Clarifier	Summarizer

---

## Additional Resources

- ◆ Explanation of Reciprocal Teaching and some research by Palincsar and Brown: [www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm](http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm)
- ◆ Easily understood explanation of Reciprocal Teaching: [www.readingquest.org/strat/rt.html](http://www.readingquest.org/strat/rt.html)
- ◆ Reciprocal Teaching research: [www.sdcoe.net/score/promising/tips/rec.html](http://www.sdcoe.net/score/promising/tips/rec.html)

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Lysynchuk, Linda M., Michael Pressley and Nancy J. Vye. "Reciprocal Teaching Improves Standardized Reading Comprehension Performance of Poor Comprehenders." *The Elementary School Journal*, May 1990, pp. 469-484.

Palincsar, Annemarie Sullivan, and Ann L. Brown. "Interactive Teaching to Promote Independent Learning from Text." *The Reading Teacher*, April 1986, pp. 771-777.

Palincsar, Annemarie Sullivan, and Ann L. Brown. "Reciprocal Teaching of Comprehension Fostering and Comprehension Monitoring Activities." *Cognition and Instruction*, March 1984, pp. 117-175.

Zarrillo, James J. "Are You Prepared to Teach Reading? A Practical Tool for Self-Assessment." Prentice Hall, 2006.

# Research-Based Literacy Strategies Using the Newspaper

## Unit 8: SEMANTIC FEATURE ANALYSIS

### Rationale and Overview of the Strategy

Semantic Feature Analysis supports students in developing vocabulary knowledge. Allowing students to use the chart (see example and handout) as a visual aid can help them improve text comprehension.

With a chart or grid to illustrate vocabulary words or concepts and the relationships between words and concepts, this strategy can be used as a brainstorming activity at the start of a unit to activate students' prior knowledge. It also can be a summarization activity to integrate and intertwine prior knowledge and new information.

Semantic Feature Analysis can be used in all content

areas to compare and contrast objects, people, ideas and/or events. The visual aid helps students recognize what information they do not know, which can aid their understanding of concepts or vocabulary words before reading. If students have no prior knowledge about a particular topic being discussed, they may not be able to understand the topic (Stein, Leinhardt and Bickel, 1989).

Finally, a Semantic Feature Analysis grid is an excellent tool in generating class and small-group discussion. Semantic analysis forces students to think, unlike outlining, which is linear (Miccinati, 1988).

### Steps for implementing Semantic Feature Analysis:

- ◆ Find text, such as a newspaper article, for students to read.
- ◆ Choose terms for student examination before or after reading.
- ◆ Develop a grid with terms down the right side and similarities and/or differences across the top.

---

# Sample Lesson Plan: Semantic Feature Analysis

## Introductory Material

Grade Levels: Middle and High School

### OBJECTIVES:

The student will be able to:

- ◆ Identify new vocabulary terms.
- ◆ Compare and contrast vocabulary terms.
- ◆ Complete a matrix for vocabulary terms.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Craft and Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### College and Career Readiness Anchor Standards for Writing

#### Production and Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### College and Career Readiness Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Language

#### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### MATERIALS:

- ◆ Semantic Feature Analysis Matrix Handout
- ◆ Chalkboard or whiteboard
- ◆ Document camera or overhead projector
- ◆ Newspapers
- ◆ Vocabulary Term Handout

## Lesson Development

### Anticipatory Set:

The teacher should write these terms on the board: HEADLINE, BYLINE and ADVERTISEMENT. Ask students to articulate everything they know about the terms. Write students' responses on the board or use the document camera or overhead projector to display them.

### PROCEDURES:

- ◆ When students' responses are recorded, ask them to identify similarities and differences among the words. Allow students to lead the discussion.
- ◆ Distribute the Semantic Feature Analysis Matrix Handout to each student or pair of students. Explain that this visual organizer is another way to show similarities and differences among terms.
- ◆ Distribute newspapers to students.
- ◆ Tell students they will use their newspapers for support in defining new and unfamiliar vocabulary terms.
- ◆ Distribute the Vocabulary Term Handout to each pair of students.

- ◆ Allow students to use the newspaper to complete the matrix with an "X" in each square. Note the space for students to choose a term of their own.

### Closure:

Review the matrix with the class by discussing the findings. Students should be aware that this is another way to define and categorize new vocabulary terms.

### Student Evaluation:

Students will be informally assessed on ability to complete the matrix and discuss similarities and differences in the terms.

### Adaptations:

ELL students and those with special learning needs should be monitored closely for task completion. Students also can be given a reduced amount of terms to compare and contrast. Pairing students with proficient readers can help.

## Semantic Feature Analysis Example

Cloud Type			
	Height	Shape	Color
Cirrus			
Cumulus			
Stratus			
Cirrostratus			
Alto cumulus			
Nimbostratus			

---

## Semantic Feature Analysis Matrix Handout

Name: \_\_\_\_\_

THE NEWSPAPER			
	Informs	Persuades	Has credibility
Display ad			
News story			
Column			
Editorial			
Want ad			
Student's choice			

---

## Additional Resources

- ◆ How to use Semantic Feature Analysis strategy: <http://edweb.sdsu.edu/triton/guides/SFA.html>
- ◆ Example of Semantic Feature Analysis: [www.readingquest.org/strat/sfa.html](http://www.readingquest.org/strat/sfa.html)
- ◆ Example and extensive explanation of the strategy: <http://kms.sdcoe.net/getvocal/93.html>

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