Texas Language Arts Standards
Correlation to Newsweek Products

WRITING

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Standards 9-12

§110.42-45

The standards identified below are from English IV (senior year). The alignment of Nᴇᴡsᴡᴇᴇᴋ Education Program materials is applicable to all high school grades.

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Strategies using the
Nᴇᴡsᴡᴇᴇᴋ Education Program

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Writing

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(1) Writing/purposes. The student writes in a variety of forms.

(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;
(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;
(C) write in a voice and style appropriate to audience and purpose;
(D) employ literary devices to enhance style and voice;
(E) employ precise language to communicate ideas clearly and concisely; and
(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

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- Use different Nᴇᴡsᴡᴇᴇᴋ sections (letters to the editor, Tip Sheet, Periscope, Conventional Wisdom Watch) to model ways of writing in a variety of forms.
- "Class Activities" in Nᴇᴡsᴡᴇᴇᴋ ThisWeek often call for students to write in a variety of forms.
- Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of Nᴇᴡsᴡᴇᴇᴋ in the Classroom (online) to understand the different characteristics of written forms and writing appropriate to the audience or purpose.
- Use "Editing for Conciseness" and "Writing the Thesis" in Cross-Curriculum Sampler (online) to employ precise language and organize ideas.
- Use "How to Write a Summary" in Developmental Education Guide Sampler (online) to develop a summary from the main ideas of an article.

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(2) Writing/writing processes. The student uses recursive writing processes when appropriate.

(A) use prewriting strategies to generate ideas, develop voice, and plan;
(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;
(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;
(D) use varied sentence structure to express meanings and achieve desired effect;
(E) revise drafts by rethinking content organization and style to better accomplish the task;
(F) use effective sequences and transitions to achieve coherence and meaning;
(G) use technology for aspects of creating, revising, editing, and publishing texts; and
(H) refine selected pieces to publish for general and specific audiences.

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- Use "Words and Terms in the News" in Nᴇᴡsᴡᴇᴇᴋ ThisWeek to add new vocabulary and identify meaning.
- Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of Nᴇᴡsᴡᴇᴇᴋ in the Classroom (online) to practice prewriting strategies.
- Use "Think Aloud" in English Curriculum Guide Sampler (online) as a prewriting strategy to raise questions and clarify ideas.
- Use "Expanding Vocabulary Everyday" in English Curriculum Guide Sampler (online) to develop habits of vocabulary building.
- Use "Be Specific – Clear and Vivid Details" in English Curriculum Guide Sampler (online) as a guide to building skills to better express meaning in writing.
- Use "Editing for Conciseness" and "Writing the Thesis" in Cross-Curriculum Sampler (online) to structure ideas and arguments and support them with examples.
- Use "How to Write a Summary" in Developmental Education Guide Sampler (online) to develop a summary

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	from the main ideas of an article.
(3) Writing/inquiry/research. The student uses writing as a tool for learning and research. (A) use writing to formulate questions, refine topics, and clarify ideas; (B) use writing to discover, record, review, and learn; (C) use writing to organize and support what is known and what needs to be learned about a topic; (D) compile information from primary and secondary sources using available technology; (E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs; (F) link related information and ideas from a variety of sources; (G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and (H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.	• "Class Activities" in NEWSWEEK This Week often call for students to write information for learning and research. • Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz to help organize and record information. • Use "Writing for Different Purposes: Expository Writing" and "Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to guide notes, outlines, comments, and observations on a variety of subjects. • Use "Writing About People" in English Curriculum Guide Sampler (online) as a guide for writing biographical text, notes, outlines, comments, and observations. • Use "Writing to Real Readers: Writing Reviews" English Curriculum Guide Sampler (online) as a guide for writing text, notes, outlines, comments, and observations in the form of a review that draws from a variety of media. • Use "Writing the Thesis" in College Writing Guide Sampler (online) as a guide for writing cogent thesis statements.
(6) Writing/evaluation. The student evaluates his/her own writing and the writings of others. (A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others; (B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and (C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.	• Keep a writer's journal while reading NEWSWEEK Magazine to write commentary on various articles. • "Class Activities" in NEWSWEEK ThisWeek often call for students to write a response essay to a NEWSWEEK article (My Turn, Letters to the Editor, Last Word) stating agreement or disagreement with the author's view. • Use "The Last Word" in Making the Most of NEWSWEEK in the Classroom (online) analyze and discuss published pieces as a writing model to apply criteria to evaluate the writing. • Use "Writing for Different Purposes" found in Making the Most of NEWSWEEK in the Classroom (online) as a guide to organize the writing of a response essay. • Use "Conversation" in Making the Most of NEWSWEEK in the Classroom (online) to write a review of a book, movie, play, CD, or concert. • Use "Writing to Real Readers" in English Curriculum Guide Sampler (online) to help build skills in writing a review.
Reading	
(7) Reading/comprehension. The student comprehends selections using a variety of strategies. (A) expand vocabulary through wide reading, listening, and discussing; (B) rely on context to determine meanings of words and phrases such as figurative language,	• Highlight unfamiliar words in Newsweek articles and use the context to guess meaning. • Use "Words and Terms in the News" in NEWSWEEK ThisWeek to build vocabulary and identify idioms. • Use "Understanding Vocabulary" in Making the Most of NEWSWEEK in the Classroom (online) to build vocabulary and identify idioms.

idioms, multiple meaning words, and technical vocabulary; (C) apply meanings of prefixes, roots, and suffixes in order to comprehend; (D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language; (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; (F) discriminate between denotative and connotative meanings and interpret the connotative power of words; and (G) read and understand analogies.	• Use "Expanding Vocabulary Everyday" in English Curriculum Guide Sampler (online) to identify and use literal and figurative meanings of words. • Use "Words, Words, Words" and "Figurative and Descriptive Language" in Cross-Curriculum Guide Online Activities to build skills in identifying and using words literally and figuratively.
(8) Reading/comprehension. The student comprehends selections using a variety of strategies. (A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems; (B) draw upon his/her own background to provide connection to texts; (C) monitor his/her own reading strategies and modify when necessary; (D) construct images such as graphic organizers based on text descriptions and text structures; (E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding; (F) produce summaries of texts by identifying main idea and supporting detail; (G) draw inferences and support them with textual evidence and experience; (H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and (I) read silently with comprehension for a sustained period of time.	• Use different color highlighters on NEWSWEEK articles to identify main ideas and supporting details. • Read one-line descriptions in "Top of the Week" in NEWSWEEK Magazine to a) predict purpose of story; b) raise questions. • Use "Ask Tip Sheet" in NEWSWEEK Magazine as a model for generating questions. • Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz as a reading strategy to understand and interpret an article. • Use "Reading for Understanding" and "The Structure of a Newsweek Story" in Making the Most of NEWSWEEK in the Classroom (online) to identify main ideas and relevant details of a NEWSWEEK article. • Use "Stories Unfold" and "Think Out Loud" in English Curriculum Guide Sampler (online) to scan titles, subtitles, photo captions of articles to identify main ideas and relevant details of an article. • Use "Think Aloud" in English Curriculum Guide Sampler (online) as a reading strategy to raise questions and clarify ideas. • Use "Reading: Before, During, and After" in Cross-Curriculum Sampler (online) to identify main ideas and relevant details of an article or essay. • Use "Reading in Between the Lines" in Cross-Curriculum Guide Online Activities to determine relevant details and their effectiveness in written material.
(11) Reading/literary response. The student expresses and supports responses to various types of texts. (A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays; (B) use elements of text to defend, clarify, and negotiate responses and interpretations;	• Use "The Last Word", "My Turn," and "Letters to the Editor" in NEWSWEEK Magazine to comment on an author's statements and point of view. • "Class Activities" in NEWSWEEK ThisWeek often suggest respond to comments made or ideas promoted in various NEWSWEEK articles. • "Focus on Writing" in NEWSWEEK ThisWeek often has students analyze the meaning behind an author's

(C) analyze written reviews of literature, film, and performance to compare with his/her own responses; and (D) evaluate text through critical analysis.	statements. • Use "Careful Reading" questions in NEWSWEEK ThisWeek Quiz to help guide comprehension of written information in the articles. • Use "Reading for Understanding" and "Identifying Narratives" in Making the Most of NEWSWEEK in the Classroom (online) to practice various ways to analyze text. • Use "Conversation" in Making the Most of NEWSWEEK in the Classroom (online) to extend and expand understanding of news articles. • Use "Perspectives: Notable Quotes" in Making the Most of NEWSWEEK in the Classroom (online) to analyze statements and speeches from newsmakers. • Use "Proposals: Problem/Solution" in English Curriculum Guide Sampler (online) to help gather information for an essay. • Use "History: Connecting the Past to the Present", "Reading: Before, During, and After", "Reading: Interpreting Charts and Graphs", "Art: Photography", and "Health: Verifying Expertise" in Cross-Curriculum Sampler (online) for study skills and tools for gathering information
(13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. (A) analyze the characteristics of clear text such as conciseness, correctness, and completeness; (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; (C) recognize logical, deceptive, and/or faulty modes of persuasion in text; (D) apply modes of reasoning such as induction and deduction to think critically; (E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and (F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	• Use writing examples (a feature article, "My Turn", "Letters to the Editor", "Last Word" articles) in NEWSWEEK Magazine to identify how the writers use evidence and argument to persuade. • "Class Activities" in NEWSWEEK ThisWeek often call for students to analyze the author's point of view in an opinion column. • "Focus on Writing" in NEWSWEEK ThisWeek often has students analyze the meaning behind an author's statements. • Use the "Opinions" section (Perspectives: Political Cartoons, The Last Word, My Turn, Letters to the Editor and "The Difference Between News and Opinion" in Making the Most of NEWSWEEK in the Classroom (online) to help identify various devices of persuasion and methods of appeal. • Use "Proposals: Problems/Solutions" in English Curriculum Guide Sampler (online) to assess the effectiveness of a persuasive argument. • Use "Psychology: Advertising" Cross-Curriculum Sampler (online) to explore the devices advertisers use to appeal to consumers.
(14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. (A) generate relevant, interesting, and researchable questions;	• Use "Ask Tip Sheet" in NEWSWEEK Magazine as a model for asking questions. • Write one question per paragraph for any NEWSWEEK Magazine article. • Use "Careful Reading" questions in NEWSWEEK ThisWeek

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet; (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information; (D) evaluate the credibility of information sources and their appropriateness for varied needs; (E) organize and record new information in systematic ways such as notes, charts, and graphic organizers; (F) produce research projects and reports in varying forms for audiences; and (G) draw relevant questions for further study from the research findings or conclusions.	Quiz as a model to develop questions and record information. • "Class Activities" in NEWSWEEK ThisWeek often call for students to generate questions relevant to topics that can be used in a research paper. • Use "Conversation" in Making the Most of NEWSWEEK in the Classroom (online) to develop questions for discussion and research. • Use "Writing for Different Purposes" in Making the Most of NEWSWEEK in the Classroom (online) to systematically organize and record information. • Use "Difference Between News and Opinion" in Making the Most of NEWSWEEK in the Classroom (online) to distinguish fact from opinion. • Use "Stories Unfold" and "Think Out Loud" in English Curriculum Guide Sampler (online) to scan titles, subtitles, photo captions of articles to understand the structure and format of an article. • Use "Writing to Real Readers" in English Curriculum Guide Sampler (online) to generate questions about an article for a research project. • Use "Reading: Before, During, and After" in English Curriculum Guide Sampler (online) to generate questions from articles for a research project. • Use "Writing About People" in English Curriculum Guide Sampler (online) to develop strategies for recording information from written text or interviews. • Use "Health: Verifying Expertise" in Cross-Curriculum Sampler (online) as a strategy to evaluate sources when recording information. • Use "Historical Linkage" in Cross-Curriculum Guide Online Activities to generate questions relating to historical events.
LISTENING/SPEAKING	
(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. (A) use conventions of oral language effectively, including word choice, grammar, and diction; (B) use informal, standard, and technical English to meet demands of occasion, audience, and task; (C) respond appropriately to the opinions and views of others; (D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion; (E) ask clear questions for a variety of purposes and respond appropriately to the questions of	• Allow time for students to have impromptu discussions of NEWSWEEK articles that have caught their attention. • "Class Activities" in NEWSWEEK ThisWeek often call for students to conduct interviews, make group and formal presentations. • Use "Conversation" in Making the Most of NEWSWEEK in the Classroom (online) to show comprehension through discussion, and make interpretations, comments and observations.

others; (F) make relevant contributions in conversations and discussions; (G) express and defend a point of view using precise language and appropriate detail; and (H) speak responsibly to present accurate, truthful, and ethical messages.	
(17) Listening/speaking/presentations. The student prepares, organizes, and presents oral messages. (A) present clear thesis statements and claims; (B) support major thesis with logical points or arguments; (C) choose valid evidence or proofs to support claims; (D) use effective appeals to support points, claims, or arguments; (E) use language and rhetorical strategies skillfully in informative and persuasive messages; (F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances; (G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; and (H) use feedback to judge effectiveness in communicating and setting goals for future presentations.	• "Class Activities" in NEWSWEEK ThisWeek often call for students to conduct interviews, make group and formal presentations. • Use "Writing the Thesis" in Cross-Curriculum Sampler (online) to explore how to develop and support it with logical points or arguments. • Use "Writing for Different Purposes: Personal and Persuasive Essays" in Making the Most of NEWSWEEK in the Classroom (online) to understand effective appeals develop informed and persuasive messages.
(19) Viewing/representing/interpretation. The student understands and interprets visual representations. (A) describe how meanings are communicated through elements of design, including shape, line, color, and texture; (B) analyze relationships, ideas, and cultures as represented in various media; and (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	• Use the various elements of the magazine, including the cover, photographs, graphics, table of contents and section breaks to examine how production elements contribute to the effectiveness of NEWSWEEK Magazine. • Compare NEWSWEEK coverage of an issue or event with coverage in Internet and broadcast media to assess how each handles information. • "Class Activities" in NEWSWEEK ThisWeek often call for students to analyze elements of mass media and how they how they present various elements.
(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. (A) investigate the source of a media presentation or production such as who made it and why it was made; (B) deconstruct media to get the main idea of	• After reading an article in NEWSWEEK Magazine, watch or read about the same event/issue in another medium and discuss the similarities and differences. • "Class Activities" in NEWSWEEK ThisWeek often call for students to analyze and critique sources of articles. • Use "The Cover Story" in Making the Most of NEWSWEEK in

the message's content; (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols; (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music; (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	the Classroom (online) to deconstruct a cover story package and determine what goes into its development. • Use "Meet the Magazine" in Making the Most of NEWSWEEK in the Classroom (online) to review media strategies that convey information through various methods. • Use "Psychology: Advertising" in Cross Curriculum Guide Sampler (online) to understand the strategies used in advertising. • Use "Reading Between the Lines" in Cross-Curriculum Guide Online Activities to recognize strategies used to inform and persuade an audience.
(21) Viewing/representing/production. The student produces visual representations that communicate with others. (A) examine the effect of media on constructing his/her own perception of reality; (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages; (C) use a range of techniques to plan and create a media text and reflect critically on the work produced; (D) create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences; and (E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	• "Class Activities" in NEWSWEEK ThisWeek often call for students to integrate multimedia and technology into presentations.