

# NEWSWEEK EDUCATION PROGRAM

## California Language Arts Content Standards Grades 9 & 10

### READING

9-10 Standards	Strategies from NEWSWEEK Education Materials
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	
<p>1.1 <i>Identify and use the literal and figurative meanings of words and understand word derivations.</i></p>	<ul style="list-style-type: none"> <li>• Highlight unfamiliar words in Newsweek articles and use the context to guess meaning.</li> <li>• Use “Words and Terms in the News” in <a href="#">NEWSWEEK ThisWeek</a> to build vocabulary and identify idioms.</li> <li>• Use “Understanding Vocabulary” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to build vocabulary and identify idioms.</li> <li>• Use “Expanding Vocabulary Everyday” in <a href="#">English Curriculum Guide Sampler</a> (online) to identify and use literal and figurative meanings of words.</li> <li>• Use “Figurative and Descriptive Language” in <a href="#">Cross-Curriculum Guide Online Activities</a> to build skills in identifying and using words literally and figuratively.</li> </ul>
<p>1.2. <i>Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</i></p>	<ul style="list-style-type: none"> <li>• “Focus on Writing” in <a href="#">NEWSWEEK ThisWeek</a> often calls for students to find metaphors or analogies in a <a href="#">NEWSWEEK Magazine</a> article.</li> <li>• Interpret the meaning of words in “Tooning In” in <a href="#">NEWSWEEK ThisWeek</a>.</li> <li>• Use “Grasping Graphics” in <a href="#">NEWSWEEK ThisWeek</a> to translate graphics to words.</li> </ul>
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <ul style="list-style-type: none"> <li>• Activities in the <a href="#">Careful Reader</a> online help students identify text structures, monitor comprehension and think about the author’s purpose.</li> </ul>	

# NEWSWEEK EDUCATION PROGRAM

## California Language Arts Content Standards Grades 9 & 10

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

- Use **NEWSWEEK Magazine**, [Making the Most of NEWSWEEK in the Classroom](#) (online), and **NEWSWEEK ThisWeek** for the following.
  - Scan headlines, captions, graphics and photos before reading to predict content.
  - In discussion, identify prior knowledge about topic of article. Scan “Careful Reading” questions in **NEWSWEEK ThisWeek** to identify key ideas.
- Read one-line descriptions in “Top of the Week” in **NEWSWEEK Magazine** to a) predict purpose of story; b) raise questions.
- Interpret the meaning of cartoon graphics in “Tooning In” in **NEWSWEEK ThisWeek**.
- Use “Grasping Graphics” in **NEWSWEEK ThisWeek** to explore ways graphics function in the text.
- Use “Perspectives: Political Cartoons” in [Making the Most of NEWSWEEK in the Classroom](#) (online) to describe details and meanings behind political cartoons.
- Use “Reading for Understanding” and “The Structure of a Newsweek Story” in [Making the Most of NEWSWEEK in the Classroom](#) (online) to analyze the structure and format of an article.
- 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 “Reading: Before, During, and After” and “Reading: Interpreting Charts and Graphs: What Do They Say?” in [Cross-Curriculum Guide Sampler](#) (online) to analyze charts and graphs and their purpose; this is especially useful with any graphic in the magazine or with those found in the Issues Today Maps.
- Use “Art: Photography” in [Cross-Curriculum Guide Sampler](#) (online) to analyze photographs to explain how their use helps inform readers.

# NEWSWEEK EDUCATION PROGRAM

## California Language Arts Content Standards Grades 9 & 10

2.0 Reading Comprehension (Focus on Informational Materials)	
<p>2.3 <i>Generate relevant questions about readings on issues that can be researched.</i></p>	<ul style="list-style-type: none"><li>• Use “Ask Tip Sheet” in <a href="#">NEWSWEEK Magazine</a> as a model for asking questions.</li><li>• Write one question per paragraph for any <a href="#">NEWSWEEK Magazine</a> article.</li><li>• Use “Careful Reading” questions in <a href="#">NEWSWEEK ThisWeek Quiz</a> as a model to develop questions.</li><li>• “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to generate questions relevant to topics that can be researched.</li><li>• Use “Conversation” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to develop questions for discussion.</li><li>• Use “Difference Between News and Opinion” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to distinguish fact from opinion.</li><li>• Use “Writing to Real Readers” in <a href="#">English Curriculum Guide Sampler</a> (online) to generate questions about an article.</li><li>• Use “Reading: Before, During, and After” in <a href="#">English Curriculum Guide Sampler</a> (online) to generate questions from articles.</li><li>• Use “Historical Linkage” in <a href="#">Cross-Curriculum Guide Online Activities</a> to generate questions relating to historical events.</li></ul>
<p>2.5 <i>Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</i></p>	<ul style="list-style-type: none"><li>• “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to extend and expand understanding of news articles.</li><li>• “Essay Questions” and “Careful Reading” in <a href="#">NEWSWEEK ThisWeek Quiz</a> often call for students to extend ideas presented in news articles through analysis, evaluation, and elaboration.</li><li>• Use “Conversation” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to extend and expand understanding of news articles.</li><li>• Use “Document Analysis” in <a href="#">History Curriculum Guide Sampler</a> (online) to analyze the structure of a historical document.</li><li>• Use “History: Connecting the Present to the Past” in <a href="#">Cross-curriculum Guide Sampler</a> (online) to analyze and evaluate secondary sources.</li></ul>

# NEWSWEEK EDUCATION PROGRAM

## California Language Arts Content Standards Grades 9 & 10

### WRITING

<b>1.0 Writing Strategies</b> <ul style="list-style-type: none"> <li>Focus on Writing, in <a href="#">Newsweek ThisWeek</a>, highlights short strategies to improve writing each week.</li> </ul>	
<p>1.1 <i>Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</i></p>	<ul style="list-style-type: none"> <li>Use “Writing the Thesis” in <a href="#">College Writing Guide Sampler</a> (online) to develop a thesis to focus and determine perspective when writing an essay.</li> </ul>
<p>1.2 <i>Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</i></p>	<ul style="list-style-type: none"> <li>Use “The Concrete Noun for Readability” and High-Powered Active Verbs” in <a href="#">College Writing Guide Sampler</a> (online) to build skills on effective noun and verb use in essays and reports.</li> </ul>
<p>1.3 <i>Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</i></p>	<ul style="list-style-type: none"> <li>“Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to use effective research strategies on primary and secondary sources.</li> <li>Use “Careful Reading” questions in <a href="#">NEWSWEEK ThisWeek Quiz</a> to help guide understanding of the articles.</li> <li>Use “Writing for Different Purposes” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to practice various research methods.</li> <li>Use “Proposals: Problem/Solution” in <a href="#">English Curriculum Guide Sampler</a> (online) to help gather content information for an essay.</li> <li>Use “Health: Verifying Expertise” in <a href="#">Cross-Curriculum Guide Sampler</a> (online) to evaluate sources.</li> <li>Use “Political History” and “Turning Points in History” in <a href="#">History Curriculum Guide Sampler</a> (online) for research methods using primary and secondary sources.</li> </ul>
<p>1.4 <i>Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</i></p>	<ul style="list-style-type: none"> <li>Use writing examples from <a href="#">NEWSWEEK Magazine</a> and review “Writing for Different Purposes” found in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) as a guide to organize writing an essay.</li> <li>“Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to formulate information in preparation for essay writing.</li> <li>Use “Careful Reading” questions in <a href="#">NEWSWEEK ThisWeek Quiz</a> as a guide to locate supporting evidence when developing essay answers.</li> <li>“Essay Questions” in <a href="#">NEWSWEEK ThisWeek Quiz</a> often call for students to write essays that develop main ideas through supporting evidence.</li> <li>Use “Writing the thesis” in <a href="#">College Writing Guide Sampler</a> (online) to develop the main ideas of a research paper.</li> <li>Use “How to Write a Summary” in <a href="#">Developmental Education Guide Sampler</a> (online) to develop a summary from the main ideas of an article.</li> </ul>

# NEWSWEEK EDUCATION PROGRAM

## California Language Arts Content Standards Grades 9 & 10

2.0 Writing Applications (Genres and Their Characteristics)	
<p>2.1 Write biographical or autobiographical narratives or short stories.</p>	<ul style="list-style-type: none"> <li>• Use <a href="#">NEWSWEEK Magazine</a> to identify a key player in a story and extract biographical information to write a profile.</li> <li>• “Careful Reading” and “Essay Questions” in <a href="#">NEWSWEEK ThisWeek</a> often have students write essays to describe the impact of a person’s life.</li> <li>• “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to write a biographical narrative.</li> <li>• Use “Writing About People” in <a href="#">English Curriculum Guide Sampler</a> (online) to help build skills to write a biography.</li> <li>• Use “Sociology: Studying People in Print Versus in Person” in <a href="#">Cross-Curriculum Guide Sampler</a> (online) to build skills in developing a biography.</li> <li>• Use “Activity One” in <a href="#">English Curriculum Guide Online Activities</a> to develop character analysis when writing a biographical narrative or short story.</li> <li>• Use the resume template from <a href="#">Economics Curriculum Guide Online Activities</a> to develop a biographical narrative of someone.</li> </ul>
<p>2.2 Write responses to literature.</p>	<ul style="list-style-type: none"> <li>• “Class Activities” in <a href="#">NEWSWEEK This Week</a> often call for students to write a response essay to a <a href="#">NEWSWEEK</a> article (My Turn, Letters to the Editor, Last Word) stating agreement or disagreement with the author’s view.</li> <li>• Use response writing examples (a feature article, “My Turn”, “Letters to the Editor”, “Last Word” articles) and “Writing for Different Purposes” found in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) as guides to organize the writing of a response essay.</li> <li>• Use “Writing to Real Readers” in <a href="#">English Curriculum Guide Sampler</a> (online) to help build skills in writing a review.</li> <li>• Use “Reading and Writing Non-fiction” in <a href="#">College Writing Guide Online Activities</a> to write a response letter to the editor.</li> </ul>
<p>2.3 Write expository compositions, including analytical essays and research reports.</p>	<ul style="list-style-type: none"> <li>• Use news reporting examples in <a href="#">NEWSWEEK Magazine</a> and “Writing for Different Purposes: Expository Writing” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) as a guide to organize the writing of an expository essay.</li> <li>• “Class Activities” and “Essay Questions” in <a href="#">NEWSWEEK This Week</a> often call for students to write analytical essays and research reports</li> <li>• Use “Clear and Vivid Details” in <a href="#">English Curriculum Guide Sampler</a> (online) to help develop content ideas to develop an expository essay.</li> <li>• Use “Notes on Research Papers” in <a href="#">College Writing Guide Sampler</a> (online) to develop skills in writing a research reports.</li> <li>• Use “How to Write a Summary” in <a href="#">Developmental Education Guide Sampler</a> (online) to help build skills in writing essays and research reports.</li> </ul>

# NEWSWEEK EDUCATION PROGRAM

---

## California Language Arts Content Standards Grades 9 & 10

### 2.0 Writing Applications (Genres and Their Characteristics)

2.4 Write persuasive compositions:

- Write a persuasive essay defending or criticizing the main focus of an article from [NEWSWEEK Magazine](#).
- Write a “My Turn” essay.
- Use persuasive-style articles in [NEWSWEEK Magazine](#) and “Writing for Different Purposes: Personal and Persuasive Essays” found in [Making the Most of NEWSWEEK in the Classroom](#) (online) as a guide to write a persuasive essay.
- Use “Proposals: Problems/Solutions” in [English Curriculum Guide Sampler](#) (online) to help build skills to write a persuasive essay.

# NEWSWEEK EDUCATION PROGRAM

## California Language Arts Content Standards Grades 9 & 10

### LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies	
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	<ul style="list-style-type: none"><li>• Use “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> to develop conclusions from reading and discussing a <a href="#">NEWSWEEK Magazine</a> article.</li><li>• Use “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> to analyze and defend different positions on controversial topics in a NEWSWEEK article.</li><li>• Use <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) article review questions to form and support judgments with evidence.</li><li>• Use “Proposals: Problems/Solutions” in <a href="#">English Curriculum Guide Sampler</a> (online) to help formulate and support judgments with evidence.</li></ul>
1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.	<ul style="list-style-type: none"><li>• After reading an article in <a href="#">NEWSWEEK Magazine</a>, watch or read about the same event/issue in another medium and discuss the similarities and differences.</li></ul>
2.0 Speaking Applications (Genres and Their Characteristics)	
2.1 Deliver narrative presentations	<ul style="list-style-type: none"><li>• Summarize a <a href="#">NEWSWEEK Magazine</a> article in an oral presentation.</li><li>• Use <a href="#">NEWSWEEK Magazine</a> and “Writing for Different Purposes: Personal and Persuasive Writing” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) as a guide to prepare for delivering a narrative presentation.</li><li>• “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to create a narrative presentation on the sequence of facts in an article.</li><li>• Use “Conversation” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to present events described in an article.</li><li>• Use “Clear and Vivid Details” in <a href="#">English Curriculum Guide Sampler</a> (online) as a guide to prepare for delivering a narrative presentation.</li><li>• Use “Notes on Research Papers” in <a href="#">College Writing Guide Sampler</a> (online) to help prepare for delivering a narrative presentation.</li><li>• Use “How to Write a Summary” in <a href="#">Developmental Education Guide Sampler</a> (online) to prepare for delivering a narrative presentation.</li></ul>
2.2 Deliver expository presentations	<ul style="list-style-type: none"><li>• Summarize a <a href="#">NEWSWEEK Magazine</a> article in an oral presentation.</li><li>• Use <a href="#">NEWSWEEK Magazine</a> and “Writing for Different Purposes: Personal and Persuasive Writing” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) as a guide to prepare for delivering an expository presentation.</li><li>• “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to create an expository presentation on the sequence of facts in an article.</li><li>• Use “Conversation” in <a href="#">Making the Most of NEWSWEEK in the</a></li></ul>

# NEWSWEEK EDUCATION PROGRAM

## California Language Arts Content Standards Grades 9 & 10

	<p><a href="#">Classroom</a> (online) to present events described in an article.</p> <ul style="list-style-type: none"> <li>• Use “Clear and Vivid Details” in <a href="#">English Curriculum Guide Sampler</a> (online) as a guide to prepare for delivering an expository presentation.</li> <li>• Use “Notes on Research Papers” in <a href="#">College Writing Guide Sampler</a> (online) to help prepare for delivering an expository presentation.</li> <li>• Use “How to Write a Summary” in <a href="#">Developmental Education Guide Sampler</a> (online) to prepare for delivering an expository presentation.</li> </ul>
<p>2.3 Apply appropriate interviewing techniques</p>	<ul style="list-style-type: none"> <li>• Use “Writing for Different Purposes” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to conduct an interview.</li> <li>• Use “Writing About People” in <a href="#">English Curriculum Guide Sampler</a> (online) to conduct an interview.</li> </ul>
<p>2.4 Deliver oral responses to literature</p>	<ul style="list-style-type: none"> <li>• “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> often call for students to present a response to a <a href="#">NEWSWEEK Magazine</a> article (My Turn, Letters to the Editor, Last Word) stating agreement or disagreement with the author’s view.</li> <li>• Use “Writing for Different Purposes” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to present a response to a <a href="#">NEWSWEEK Magazine</a> article.</li> <li>• Use “Conversation” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to present a review of a book, movie, play, CD, or concert.</li> </ul>
<p>2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects)</p>	<ul style="list-style-type: none"> <li>• Use persuasive-style <a href="#">NEWSWEEK Magazine</a> articles and “Writing for Different Purposes” found in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) as a guide to develop a persuasive presentation.</li> <li>• Use “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> to make a persuasive presentation that analyzes a problem or issue, puts forward evidence in support of a particular position, and proposes solutions.</li> <li>• Use “Conversation” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to debate a controversial issue.</li> <li>• Use “Proposals: Problem/Solution” in <a href="#">English Curriculum Guide Sampler</a> (online) as a guide to analyze a problem and offer a solution.</li> </ul>
<p>2.6 Deliver descriptive presentations</p>	<ul style="list-style-type: none"> <li>• Develop a presentation from a <a href="#">NEWSWEEK Magazine</a> “Tip Sheet” article.</li> <li>• Use “Class Activities” in <a href="#">NEWSWEEK ThisWeek</a> to make a descriptive presentation.</li> <li>• Use “Conversation” in <a href="#">Making the Most of NEWSWEEK in the Classroom</a> (online) to present a role-play dialogue.</li> <li>• Use “The Course in Readability” in <a href="#">College Writing Guide Sampler</a> (online) to build skills in delivering descriptive presentations.</li> </ul>