

Reading	Strategies from NEWSWEEK Education Materials
Standard 1: The student uses the reading process effectively. (L.A.1.3)	
<p>1. <i>uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.</i></p>	<ul style="list-style-type: none"> • Use NEWSWEEK Magazine, Making the Most of NEWSWEEK in the Classroom (online), and NEWSWEEK ThisWeek for the following: <ul style="list-style-type: none"> ○ Scan headlines, captions, graphics and photos before reading to predict content. ○ In discussion, identify prior knowledge about topic of the article. Scan “Careful Reading” questions in NEWSWEEK ThisWeek to identify key ideas. • Use “Pre-Reading” in Making the Most of NEWSWEEK in the Classroom (online) as a strategy to anticipate content, purpose and organization of a reading selection. • “Stories Unfold” in English Curriculum Guide Sampler (online) contains pre-reading strategies to help students anticipate the content, purpose and organization of an article. • “Reading: Before, During and After” in Cross-Curriculum Sampler (online) contains pre-reading strategies to help students anticipate the content, purpose and organization of an article.
<p>2. <i>uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</i></p>	<ul style="list-style-type: none"> • Interpret the meaning of graphics in “Tooning In” in NEWSWEEK ThisWeek. • Use “Grasping Graphics” in NEWSWEEK ThisWeek to explore ways graphics function in the text. • “Focus on Writing” in NEWSWEEK ThisWeek helps students understand how texts are constructed and enhances their ability to make inferences. • 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 understand the words and text 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 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.
<p>3. <i>demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing,</i></p>	<ul style="list-style-type: none"> • Use “Words and Terms in the News” in NEWSWEEK ThisWeek to add new vocabulary and identify meaning.

<p><i>listening, and speaking.</i></p>	<ul style="list-style-type: none"> • Use “Understanding Vocabulary” in Making the Most of NEWSWEEK in the Classroom (online) to develop strategies for understanding meaning and building vocabulary. • Use “Expanding Vocabulary Everyday” in English Curriculum Guide Sampler (online) to develop habits of vocabulary building. • Use “Figurative and Descriptive Language” in Cross-Curriculum Guide Online Activities to build skills in identifying and using words figuratively.
<p>4. <i>uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.</i></p>	<ul style="list-style-type: none"> • Use “Careful Reading” questions in NEWSWEEK ThisWeek Quiz to guide note taking, rereading or summarizing of an article featured in NEWSWEEK. • “Class Activities” in NEWSWEEK ThisWeek usually call for students to respond to Newsweek articles in diverse ways. • Use “Reading for Understanding” and “The Structure of a NEWSWEEK Story” in Making the Most of NEWSWEEK in the Classroom (online) to apply summarizing and web outlining strategies on a NEWSWEEK article. • Use “Think Out Loud” in English Curriculum Guide Sampler (online) to apply rereading, note-taking and summarizing strategies on a NEWSWEEK article.
<p>Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.4)</p>	
<p>1. <i>determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</i></p>	<ul style="list-style-type: none"> • Use different color highlighters on NEWSWEEK articles to identify main ideas and supporting details. • 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, relevant details, facts and patterns of an article. • Use “Reading: Before, During and After” in Cross-Curriculum Sampler (online) to identify main ideas, relevant details and facts of an article or essay.
<p>2. <i>identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.</i></p>	<ul style="list-style-type: none"> • Use articles and columns (a feature article, “My Turn,” “Letters to the Editor,” “Last Word” articles) in NEWSWEEK Magazine to determine author’s purpose and point of view.. • Use “Writing to Real Readers” in English Curriculum Guide Sampler (online) to determine an author’s purpose and point of view to a NEWSWEEK article.
<p>3. <i>recognizes logical, ethical, and emotional appeals in texts.</i></p>	<ul style="list-style-type: none"> • Use writing examples (a feature article, “My Turn”, “Letters to the Editor”, “Last Word” articles) in NEWSWEEK Magazine to identify devices of persuasion and methods of appeal. • Use the “Opinions” section (Perspectives: Political Cartoons, The

	<p>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 devices of persuasion and methods of appeal.</p> <ul style="list-style-type: none"> • Use “Proposals: Problems/Solutions” in English Curriculum Guide Sampler (online) to help identify devices of persuasion and methods of appeal. • Use “Psychology: Advertising” in Cross-Curriculum Sampler (online) to identify devices of persuasion and methods of appeal.
<p>4. <i>locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.</i></p>	<ul style="list-style-type: none"> • “Class Activities” in NEWSWEEK ThisWeek often call for students to locate, organize and interpret written information. • 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 “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.
<p>5. <i>uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.</i></p>	<ul style="list-style-type: none"> • Use NEWSWEEK Magazine as a reference to gather information for research topics. • Use “Careful Reading” questions in NEWSWEEK ThisWeek Quiz for study skills and tools for gathering information. • Use “Reading for Understanding” and “Identifying Narratives” in Making the Most of NEWSWEEK in the Classroom (online) to practice various research methods. • Use “Proposals: Problem/Solution” in English Curriculum Guide Sampler (online) to help gather content 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.
<p>8. <i>checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.</i></p>	<ul style="list-style-type: none"> • “Class Activities” in NEWSWEEK This Week often call for students to synthesize multiple articles and draw conclusions. • Use “The Difference Between News and Opinion” in Making the Most of NEWSWEEK in the Classroom (online) to help students understand the difference between a hard-news story and a personal essay. • Use “Writing to Real Readers: Writing Reviews” in English Curriculum Guide Sampler (online) as a guide to synthesize

	information and draw conclusions about a work of art.
Writing	Strategies from NEWSWEEK Education Materials
Standard 1: The student uses writing processes effectively. (LA.B.1.4)	
<p>1. <i>organizes information before writing according to the type and purpose of writing.</i></p>	<ul style="list-style-type: none"> • Use “Careful Reading” questions in NEWSWEEK ThisWeek Quiz as a prewriting strategy when developing essay answers. • Use “Writing for Different Purposes: Expository Writing” and “Personal and Persuasive Essays” in Making the Most of NEWSWEEK in the Classroom (online) to apply prewriting strategies. • Use “Think Aloud” in English Curriculum Guide Sampler (online) as a prewriting strategy to raise questions and clarify ideas.
<p>2. <i>drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.</i></p>	<ul style="list-style-type: none"> • Use “The Structure of a NEWSWEEK Story” Making the Most of NEWSWEEK in the Classroom (online) as a guide to understanding organizational patterns that provide a logical progression of ideas in essays. • Use “Writing for Different Purposes: Expository Writing” and “Personal and Persuasive Essays” in Making the Most of NEWSWEEK in the Classroom (online) to structure ideas and arguments and support them with examples.
<p>3. <i>produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.</i></p>	<ul style="list-style-type: none"> • Use “Editing for Conciseness” and “Writing the Thesis” in College Writing Guide Sampler (online) as a guide for producing final documents that have been edited for better clarity.

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)

<p>1. <i>writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.</i></p>	<ul style="list-style-type: none"> • 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.
<p>2. <i>organizes information using alphabetical, chronological, and numerical systems.</i></p>	<ul style="list-style-type: none"> • “Class Activities” in NEWSWEEK This Week often call for students to organize information using graphic devices appropriate to the subject or task. • 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 practice various information organization methods. • Use “Writing About People” in English Curriculum Guide Sampler (online) various information organization methods, including charts and notes.
<p>3. <i>selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</i></p>	<ul style="list-style-type: none"> • Use different NEWSWEEK sections (letters to the editor, Tip Sheet, Periscope, Conventional Wisdom Watch) to model ways of writing for a variety of purposes and audiences. • “Class Activities” in NEWSWEEK ThisWeek often call for students to write for different purposes and audiences. • Use “Writing for Different Purposes: Expository Writing” and “Personal and Persuasive Essays” in Making the Most of NEWSWEEK in the Classroom (online) to explore the impact on different audiences and purposes of writing.
<p>4. <i>uses electronic technology including databases and software to gather information and communicate new knowledge.</i></p>	<ul style="list-style-type: none"> • “Class Activities” in NEWSWEEK ThisWeek often call for students to use different electronic media sources to create, revise, retrieve, and verify information.
<p><i>Listening, Viewing and Speaking</i></p>	<p>Strategies from NEWSWEEK Education Materials</p>

Standard 3: The student uses speaking strategies effectively. (LA.C.3.4)

<p>2. <i>asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.</i></p>	<ul style="list-style-type: none"> • “Class Activities” in NEWSWEEK ThisWeek call for students to work in groups to raise questions and engage in guided class discussions. • Use “Conversation” in Making the Most of NEWSWEEK in the Classroom (online) to show comprehension through discussion, and make interpretations, comments and observations. • Use “Be Specific – Clear and Vivid Details” in English Curriculum Guide Sampler (online) to guide a small group discussion of a writer’s choice of detail.
<p>3. <i>speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.</i></p>	<ul style="list-style-type: none"> • “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 “Writing for Different Purposes: Expository Writing” and “Personal and Persuasive Essays” in Making the Most of NEWSWEEK in the Classroom (online) to develop and sustain a line of argument and provide appropriate support. • Use “Writing About People” in English Curriculum Guide Sampler (online) to develop and sustain a line of argument and provide appropriate support.
<p>Language</p>	<p>Strategies from NEWSWEEK Education Materials</p>
<p>Standard 2: The student understands the power of language. (LA.D.2.4)</p>	
<p>4. <i>understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.</i></p>	<ul style="list-style-type: none"> • 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.
<p>5. <i>incorporates audiovisual aids in presentations.</i></p>	<ul style="list-style-type: none"> • “Class Activities” in NEWSWEEK ThisWeek often call for students to integrate multimedia and technology into presentations.
<p>6. <i>understands specific ways that mass media can potentially enhance or manipulate information.</i></p>	<ul style="list-style-type: none"> • 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 enhance or manipulate information. • Use “Psychology: Advertising” in Cross-Curriculum Sampler (online) to analyze strategies advertisers use to persuade people and manipulate information.