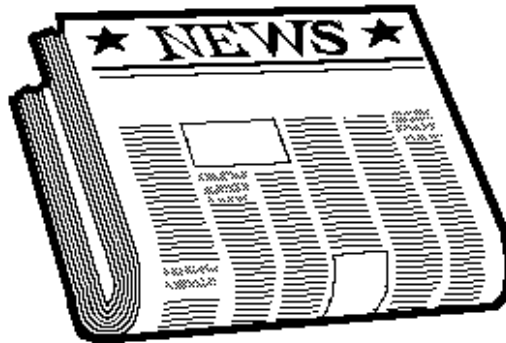


News is Knowledge!



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GOALS AND OBJECTIVES

The students struggle with informational text. In the past, the students have not done well using this type of material. We have devised a method to break down the materials, enabling them to comprehend it more easily. The center setting motivates the students and encourages autonomy.

This program has greatly benefited our students' academic achievement overall. It provides relevant and timely informational text for the students to use to develop their reading skills, within the content areas of science, social studies, health and math. It also exposes the students to social issues, providing another avenue of exploration. The student newspapers are loaded with text features, providing ample teaching opportunities using graphs, charts, diagrams and captions. They are student-friendly and eye-catching which increases the time the students will engage with the materials.

The project provides teachers with ideas to create literacy centers for use in their own classrooms using student-friendly newspapers from various curricular areas. We will provide plans that can be used to adapt the materials each week. The informational text provided by each newspaper will allow for the study of current events in a variety of areas. In science, the students will participate in hands-on experiences to reinforce the weekly topic. In social studies, the students will learn about current events in the news, as well as both Florida and United States history. In math, the students will use manipulatives to explore multi-step and higher-level problems.

OBJECTIVES

The students will draw on information from multiple print or digital sources, such as student-friendly newspapers, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. The students' academic achievement will increase as a result of their experiences doing these activities.

COMMON CORE STANDARDS

- LACC.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LACC.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LACC.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- LACC.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.
- LACC.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- LACC.4.RI.3.7 Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- LACC.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
- LACC.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- LACC.4.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- LACC.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LACC.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

LACC.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.

LACC.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LACC.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LACC.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LACC.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

NEXT GENERATION SUNSHINE STATE STANDARDS

LA.4.1.7.1 The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps).

LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing and paraphrasing.

LA.4.2.2.1 The student will locate, explain and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.

LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping or summarizing.

LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).

LA.5.1.7.1 The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions and establish a purpose for reading.

LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing and identifying relevant details.

LA.5.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning and clarifying by checking other sources.

LA.5.2.2.1 The student will locate, explain and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).

LA.5.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.

LA.5.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing or summarizing).

LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions and conclusions).

COURSE OUTLINE

For each content-area, the teacher will select appropriate informational text to place at a center. Students will work with partners or small groups to complete the activity and submit their finished product.

1. Teach the skill.
2. Place students in cooperative groups to read the informational text.
3. Students complete the activity at the center.
4. Each group submits their reflections.
5. Teachers will evaluate the students' learning based on their responses.

SAMPLE WORKSHEETS

News is Knowledge Summary sheet

Name: _____ Date: _____

Answer the following in complete sentences:

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

Write a summary of the article you read with your buddy. It should have at least 5 sentences.

NAME _____

DEFINITIONS

DETAILS

DESCRIPTIONS

News is Knowledge Lab Report

Names: _____

Date: _____

Name of experiment: _____

Hypothesis: _____

Materials: _____

Procedure: _____

Data & Observations: _____

Include the appropriate charts and graphs on the back of this page.

Conclusions:

News is Knowledge
DynaMath issue # _____

Names: _____

Date: _____

List the math skills you used in this issue:

Identify the 3 most difficult problems you solved in this issue. Describe the steps you and your partner followed to arrive at the solution for one of them (include the page number on which the problem can be found).

Look at the student-friendly benchmarks posted in the classroom. Which ones did you use to solve the problems in this issue. (You may just write the letters and numbers of the standards).

Identify any math skills that you had difficulty with in this issue. Record the page numbers so that when we meet as a group you can get help from the teacher.

Informational Text

3-2-1!

Use complete sentences to fill in each section.

Write three things you learned while reading this article.

- 1.
- 2.
- 3.

Write two things you would still like to learn about the subject.

- 1.
- 2.

Write one thing that you thought was the most interesting.

- 1.

Informational Text Breakdown

Title:

Summary:

Subheading:

Key details from Subheading:

1.

2.

3.

Important Vocabulary:

Text Features:

LESSONS PLANS

DynaMath

Instruct the students to read each math problem with a partner. The students must gather any hands-on manipulatives necessary to solve the problems. Have them solve the problems found in DynaMath in their journals. Remind the students to answer each question fully, as would be necessary on PARCC exam. The students will use problem-solving strategies learned in math to complete the activity provided at the center with their partner. The students will use the DynaMath Sheet. The completed sheet will be used as the assessment tool.

Materials:

- DynaMath
- DynaMath Sheet
- Journal
- Pencil or pen
- Hands-on manipulatives, as specified weekly in the articles

Studies Weekly (USA and Florida)

Instruct the students to read each social studies article with a partner. Have them answer the questions found in the articles in their journals, using proper grammar, punctuation and spelling. The students will use informational text strategies learned in reading to complete the activity provided at the center with their partner. The students will use the Informational Text Graphic Organizer, Informational Text 3-2-1!, Informational Text Breakdown or the Summary Sheet, as specified by the teacher. The completed sheet will be used as the assessment tool.

Materials:

- USA Studies Weekly or Florida Studies Weekly
- Informational Text Graphic Organizer
- Summary Sheet
- Informational Text 3-2-1!
- Informational Text Breakdown
- Journal
- Pencil or pen
- Hands-on materials, as specified weekly in the articles

Science Studies Weekly

Instruct the students to read each science article with a partner. Have them answer the questions found in the articles in their journals, using proper grammar, punctuation and spelling. The students will use informational text strategies learned in reading to complete the activity provided at the center with their partner. If the week's article includes a hands-on activity, the students will also complete that activity. The students will use the Informational Text Graphic Organizer, Informational Text 3-2-1!, Informational Text Breakdown or the Lab Report, as specified by the teacher. The completed sheet will be used as the assessment tool.

Materials:

Science Studies Weekly
Informational Text Graphic Organizer
Informational Text 3-2-1!
Informational Text Breakdown
Lab Report
Journal
Pencil or pen
Hands-on materials, as specified weekly in the articles

Super Science

Instruct the students to read each article with a partner. Have them answer the questions found in the articles in their journals, using proper grammar, punctuation and spelling. Remind the students not to write in the Super Science booklet because they are to be shared at the center. The students will use informational text strategies learned in reading to complete the activity provided at the center with their partner. The students will use the Informational Text Graphic Organizer, Informational Text 3-2-1!, Informational Text Breakdown or the Lab Report, as specified by the teacher. If the week's article includes a hands-on activity, the students will also complete that activity. The completed sheet will be used as the assessment tool.

Materials:

- Super Science
- Informational Text Graphic Organizer
- Lab Report
- Informational Text 3-2-1!
- Informational Text Breakdown
- Journal
- Pencil or pen
- Hands-on materials, as specified weekly in the articles

EVALUATION AND STUDENT ASSESSMENT

The activities have a product that the students will use to record their findings. These products will be kept in the students' center folder or portfolio. They will also write in their subject area journals and reflect on what they have learned. Because we expect that the students will be writing and sharing their ideas with others, they are more inclined to pay attention to the details that each task requires.

RESOURCE LIST

The materials needed include various student newspapers, paper and pencils. Additional materials will be determined by the publications each week. The facility is a classroom.

An LCD projector and/or a document camera would be needed to work with students as a whole group.

Student Newspapers:

Through www.studiesweekly.com, \$4.99 per student:

Science Studies Weekly for Grades 4 and 5

Florida Studies Weekly for Grade 4

USA Weekly for Grade 5

Through www.scholastic.com, \$6.99 per student:

DynaMath for Grades 4 and 5

Super Science for Grades 4 and 5

BIBLIOGRAPHY

www.studiesweekly.com
www.scholastic.com