



Newspaper Writing

Language Arts
Fourth Grade

Instructional Strategies:

Directed Teaching, Cross-Curricular Integration, Reading/Writing Integration, Critical Thinking

Objectives:

- * Students will be active and attentive during lesson and activity.
- * Students will be able to correctly answer questions asked by the teacher.
- * Students will not be disruptive during lesson or activity
- * Students will demonstrate their writing abilities in publishing a newspaper article about themselves.
- * Students will be able to express themselves through writing.
- * Students will use the writing process to complete a newspaper selection about themselves.

PA Academic Standards:

* **Academic Standards for Reading, Writing, Speaking, and Listening**

1.1.5. Learning to Read Independently

- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking
- E. Acquire a reading vocabulary by correctly identifying and using words. Use a dictionary or related reference.
- H. Demonstrate fluency and comprehension in reading.
 - Self-correct mistakes.
 - Demonstrate comprehension

1.4.5 Types of Writing

- A. Write poems, plays, and multi-paragraph stories.
 - Include detailed descriptions of people, places, and things.
 - Use relevant illustrations.
 - Utilize dialogue.
- B. Write multi-paragraph informational pieces.
 - Use relevant graphics.

1.5.5 Quality of Writing

- A. Write a sharp, distinct focus, identifying topic, task and audience.
- B. Write using well-developed content appropriate for the topic.
 - Gather, organize and select the most effective information appropriate for the topic, task and audience.
 - Write paragraphs that have a topic sentence and supporting details.
- C. Write with controlled and/or subtle organization.
 - Sustain a logical order within sentences and between paragraphs using meaningful transitions.
 - Include an identifiable introduction, body, and conclusion.
- E. Revise writing to improve organization and word choice; check the logic, order the ideas and precision of vocabulary.
- F. Edit writing using the conventions of language.

- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences.

1.6.5. Speaking and Listening

A. Listen to others.

- Ask pertinent questions.

D. Contribute to discussions.

- Ask relevant questions.
- Respond with relevant information or opinions to questions asked.
- Listen to acknowledge the contributions of others.
- Give reasons for opinions.
- Summarize, when prompted

E. Participate in small and large group discussions and presentations.

- Participate in everyday conversation.

Cross-curricular Integration:

- * writing

Materials:

- * Graphic Organizer: Planning Chart
- * "East Side Press" sheet

New Vocabulary:

- * None

Instructional Procedure:

Anticipatory Set:

- * Read the sample news article to the students. Ask them what they notice about that article. Tell students that the article tells about Miss Koschik in a different way, but it was written by Miss Koschik.
- * Tell students that they are going to be writing newspaper articles about themselves, but as if they were reporters reporting about another person.
- * Pass out the first graphic organizer: Planning Chart.

- * Tell students to complete the graphic organizer based on what they want people to know about them.

Developmental Activities:

- * Pass out the first graphic organizer: Planning Chart.
- * Tell students to complete the graphic organizer based on what they want people to know about them.
- * Once they have filled out the graphic organizer, students must write three things about themselves on the back that they want to say in their newspaper article.
- * After they have completed that task, students will have their work checked by the teacher.
- * Once students have had their work checked, they will go back to their seats and begin to write as if publishing a newspaper article.

Closure:

- * Once students have their rough draft completed, they will have their work checked.
- * Once checked, students may go back to their seats and write their final copies on their "East Side Press" papers.

Assessment:

- * Students will be assessed on their completion of work.
- * Students will be assessed on their ability to follow directions.
- * Students will be assessed on their ability to listen attentively to the teacher during lecture and while giving directions.
- * Students will be assessed on their ability to accurately follow the writing process.

Special Needs Adaptations:

- * none