



Newspaper Reporting and Interviewing

English Language Arts, Grade 3

This unit should be used midyear or later. It will take approximately 12 class periods. In this unit, students use newspaper articles as models to write their own narratives as reporters. Students construct understandings about journalism and the job of a newspaper reporter through guided inquiry. They review how to read, analyze, and critique models of narrative writing in news articles. Then, they will learn how to conduct interviews and quote dialogue from the interviews as evidence to support the main ideas in their articles, using what they've learned about writing for a newspaper from exemplary models. Students are guided through their inquiry by four Essential Questions: What is a newspaper? Why do people read newspapers? What can you learn from an interview? How do reporters write interesting articles? The students are immersed in the world of a newsroom and will learn how to write like a reporter by analyzing model texts based on writing strategy lessons. Lessons build up to the Curriculum Embedded Performance Assessment (CEPA), which has students writing a narrative newspaper article profiling members of the school community. The CEPA articles will result in a published class newspaper.

These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.



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Stage 1 – Desired Results			
<p>ESTABLISHED GOALS G</p> <p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to</p>	Transfer		
	<p>Students will be able to independently use their learning to... T</p> <ul style="list-style-type: none"> • Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations. • Communicate ideas effectively in writing to suit a particular audience and purpose. 		
	Meaning		
	<p>UNDERSTANDINGS U</p> <p><i>Students will understand that...</i></p> <p>U1. A newspaper communicates events and news to a community.</p> <p>U2. People read newspapers for various reasons: to keep up on current events, to learn, to be entertained or pass the time, and to find information such as the classifieds.</p> <p>U3. The job of a reporter is to write and communicate the news.</p> <p>U4. Reporters can get information for their articles through interviewing.</p> <p>U5. Writers use various strategies to communicate messages to their readers.</p> <p>U6. Writers use exemplary texts as models for their own writing.</p>	<p>ESSENTIAL QUESTIONS Q</p> <p>Q1. What is a newspaper?</p> <p>Q2. Why do people read newspapers?</p> <p>Q3. What can you learn from an interview?</p> <p>Q4. How do reporters write interesting articles?</p>	
	Acquisition		
	<p>Students will know... K</p> <p>K1. The purpose of sections of a newspaper.</p> <p>K2. How interviews can help a reporter write an article.</p> <p>K3. How to use the text features of online and print newspapers to find information.</p>	<p>Students will be skilled at... S</p> <p>S1. Using the vocabulary and concepts related to newspapers and reporting that are introduced in the unit.</p> <p>S2. Preparing for and conducting interviews.</p> <p>S3. Using dialogue and descriptions to develop a narrative news article.</p>	





<p>produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.L.3.3.a Choose words and phrases for effect.</p>	<p>K4. What a non-personal narrative is, and how to use facts/interviews to enhance the narrative.</p>	<p>S4. Using quotes from interviews to support a main idea or claim. S5. Using the writing process to generate interesting narratives. S6. Using technology to publish their writing.</p>
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Students plan and conduct interviews and include quotes from the interviews to support their main idea. • Students contribute to writing the articles and laying out the newspaper. • Student narratives include details and dialogue. • Students use the writing process to improve their writing. 	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</p> <p>Students participate in creating a class newspaper. Each student will choose to contribute an article and picture about an adult of his/her choice in the school community. Students will use quotes from their interviews in their article to support their main ideas. Students will also work at various desks in the newspaper to experience the roles of copy editor, layout designer, and proofreader. The finished profiles will be compiled together into a newspaper. The newspaper will be reproduced and circulated to families, friends, school personnel, and selected community members as appropriate.</p>
<ul style="list-style-type: none"> • Students develop thoughtful answers to the four Essential Questions and show evidence that they have grown in their understanding of newspapers and reporting from the beginning to the end of the unit. • Students accurately insert direct quotes into their writing. • Students demonstrate accurate use of new vocabulary. • Students participate in class discussions about exemplary texts as they are 	<p>OTHER EVIDENCE OE</p> <ul style="list-style-type: none"> • Students answer the four Essential Questions. • Students use the news vocabulary throughout their participation in the unit. • Students analyze components of exemplary texts and then reflect the same components in their own writing. • Students participate in the writing process to shape and improve their writing.





<p>analyzed and critiqued.</p> <ul style="list-style-type: none"> • Students’ writing includes the key text features of newspaper articles. • Students’ written drafts are edited and revised to show growth in their use of details and dialogue. 	
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Lessons 1–2: Introducing Newspapers and Reporting. In small groups, students explore and read newspapers in Lesson 1. Students review newspaper vocabulary by creating a poster identifying the parts of a newspaper. Each small group is assigned a different set of terms for which to provide examples. As a class, students share what they discovered about these terms and teach the class their assigned parts by sharing their finished posters. In Lesson 2, students compare and contrast newspapers with online newsfeeds. Using a website for a local newspaper or *Time for Kids*, students add to the vocabulary and to their understandings of newspapers. The students explore the site themselves and select an article to read. Students add the vocabulary to their list of terms from Lesson 1 and use a dictionary or a website to write the definition of additional terms. A Webquest may be used to accomplish this lesson.

Lessons 3–5: Making the Classroom into a Newsroom. In Lesson 3, students discuss the role of interviews in the job of a reporter. Students watch an interview (video) and with the teacher critique what the reporter has done in this interview. In Lesson 4, students model and practice planning and interviewing each other on a selected topic using an inner-circle/outer-circle method. If available, students watch another video example and the class gives its critique. In Lesson 5, students are provided with a case report. In small groups, they write interview questions and conduct an interview with someone in the school building (e.g., parent volunteers, older students, or staff members who are invited to the classroom).

Lessons 6–11: Writing a Narrative. Students are introduced to the CEPA assignment in Lesson 6. Small groups brainstorm to select their interviewee. The draft interview questions and conduct interviews. In Lesson 7, groups share and discuss interviews. Students draft a narrative using the interview answers. In Lesson 8, students revise their articles with a mini-lesson on inserting quotes into the article. Students receive a mini-lesson on using quotes in Lesson 9. Students edit their articles with a mini-lesson on personal editing checklists in Lesson 10. They work at copyediting desks in the newsroom. Students work at proofreading and layout desks in the newsroom in Lesson 11.





Lesson 12: Sharing the Class Newspaper. The newspaper is circulated, and interviewees are invited to attend a celebratory reading of the newspapers. Students read their articles to the class and invited guests. Students reflect on the experience and share what they learned about using models for writing, interviewing, inserting quotes, and writing narratives. Students also reflect on the four Essential Questions. Newspapers are taken home and circulated within the school and the community.

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General Resources and Notes

This unit focuses on students writing as reporters, including interviews and the reading/writing connection, using models for writing, interviewing, and using quotes. Students read, analyze, and critique narratives using pre-selected articles from newspapers. Classrooms enrolled in a “Newspapers in Education” program or that subscribe to a children’s newspaper can provide a newspaper for each student. If not, the teacher should provide several newspapers for students to share. Students review how newspapers are organized and the kinds of informational articles they contain. The teacher selects articles on topics that can be explained to the class, connect with the curriculum, interest students, and reflect their reading levels. Include newspapers in languages other than English, particularly if there are English language learners in the class who can help to explain the articles to the native English speakers. *Time for Kids* offers access to more elementary-level topics and reading levels.

The Newsroom

The classroom, or a corner of it, is transformed into a newsroom. The “flag” (i.e., name) of the newspaper could be displayed on a bulletin board and student work added to it throughout the unit. Resources such as posters of the 5 Ws + 1 H could be displayed. Reporters could wear headbands and/or have signs on their desks saying “reporter” or “editor.” Computers could be available in the area with various writing supplies. A box of photographs taken by the students or teacher could be available for students’ use to motivate or supplement their articles. The teacher should use the vocabulary of news reporting and layout and encourage students to do so throughout the unit. For example, students would be given news “assignments” and write “copy” for a “deadline.” Suggestions are listed within the lessons.

If you have access to computers and the Internet, create pages of links for various newsfeeds that students could explore during their free time. Include links to online newspapers in languages other than English, particularly those in the home languages of ELLs in the class.

If you have the opportunity, plan a visit to a newspaper office or plant or newspaper press so that students can observe firsthand how reporters and publishers put a newspaper together. It would greatly enhance the authenticity of the unit.

Websites with definitions for newspaper terms used in this unit:

- McGraw-Hill: http://highered.mcgraw-hill.com/sites/0072407611/student_view0/glossary.html
- The News Manual: <http://www.thenewsmanual.net/Resources/glossary.html>

Choose which terms to introduce to students to reinforce and build upon terms learned in newspaper units at previous grade levels. Suggestions are listed within the lessons.





Optional resources:

- *The Landry News*, by Andrew Clements (sections of this book are used in the unit but it could also be read aloud each day)
- Books about Nellie Bly, an early newspaper reporter, for students who are interested in biographies

Inner-Circle/Outer-Circle Method

This is used to help students to become familiar with the interview process and to practice asking interview questions. You may use masking tape on the floor to outline the two circles. Divide the number of students in half. The inner circle should be big enough for half the class to comfortably stand shoulder to shoulder next to each other around the circle. The outer circle should be about two feet outside of the first circle. The other half of the students stand on that circle, facing the students standing on the inner circle. Students in the inner circle stand still; students in the outer circle take one step to the right to move to the next person in the inner circle until they meet with the original person again.

Collaborative Writing

Collaborative writing is the practice of peers participating in the writing process, mutually contributing ideas, skills, and knowledge about the topic and about writing. The writing workshop is based on a collaborative philosophy of writing as peers share their writing. While students can plan the interview collaboratively, and use each other as resources in editing, each student should write up his or her own version of the interview. To learn more about collaborative writing, consult the following resources:

- Definition of collaborative writing: http://www.case.edu/artsci/engl/emmons/writing/assignments/NO_CollaborativeWriting.pdf
- Research article about collaborative writing: <http://jlr.sagepub.com/content/29/2/253.full.pdf+html>



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Newspaper Reporting and Interviewing

English Language Arts, Grade 3

Lessons 1 and 2

Brief Overview of Lessons: In Lesson 1, students in small groups explore and read newspapers. They review newspaper vocabulary by creating a poster identifying the parts of a newspaper. Each small group is assigned a different set of terms for which they provide examples. As a class, students share what they discovered and teach the class their assigned parts by sharing their finished posters. In Lesson 2, students compare and contrast newspapers with online newsfeeds, using the website of a local newspaper or *Time for Kids*. Students add to the vocabulary and their understanding of news. They explore the website themselves and select an article to read. Students add vocabulary to their list of terms and write the definition of each news-related word. One suggestion is to create a WebQuest for this lesson. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required:

- Understanding of how to use a dictionary
- Ability to work independently and collaboratively in a small group
- Ability to read with sufficient accuracy and fluency to support comprehension with assistance

Estimated Time: 30–40 minutes for each lesson





Resources for Lessons

Lesson 1

- A newspaper for each student or for each small groups of students
- Chart paper, scissors, and glue (a set for each small group)

Lesson 2

- Classroom computer (that allows all students to view the monitor) or multiple computers (so that small groups of students can work with adult facilitators to navigate through an online newspaper website)
- Online newspapers: *Time for Kids* (www.timeforkids.org) or the website of a local newspaper
- Instructions on creating a WebQuest: http://www.educationworld.com/a_tech/tech/tech011.shtml





Unit: Newspaper Reporting and Interviewing

Content Area/Course: English Language Arts, Grade 3

Time: 30–40 minutes for each lesson

Lessons 1 and 2: Introducing Newspapers and Reporting

By the end of these lessons, students will know and be able to:

- Describe what a newspaper is and its purpose
- Describe several parts and features of the newspaper
- Use vocabulary related to newspapers and reporting
- Navigate an online newspaper website
- Understand the purpose of the upcoming unit of study organized around the four Essential Questions

Essential Questions addressed in these lessons

Q1. What is a newspaper?

Q2. Why do people read newspapers?

Standard(s)/Unit Goal(s) to be addressed in these lessons

CCSS.ELA-Literacy.RI.35. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Instructional Tips/Strategies/Notes for Teacher

- Allow students to explore newspapers and the online websites first and then add to their knowledge and understanding. Use a constructivist approach in this lesson.
- Before students open the papers, demonstrate how to lay the paper flat on the desk or floor and how to turn the pages.
- For Lesson 1, divide the list of the following newspaper terms into four to six lists for students to illustrate. Terms could include assignment, headline or banner, byline, copy, copy editor, cut and cutline, deadline, editorial, edition, editorial, index and sections, jumpline, flag or masthead, classified ads, op-ed page, publish, typo, and wire service.
- Put each Essential Question onto a separate piece of chart paper to be used as an anchor chart throughout the unit.
- Decide how to explore the online news site. Choices could include a whole-class exploration, a WebQuest (http://www.educationworld.com/a_tech/tech/tech011.shtml), or a scavenger hunt to answer Q1: What is a newspaper?
- Prior to Lesson 2, set up the classroom as a newsroom.
- For Lesson 2, there is an option to use Venn Diagrams.

Anticipated Student Preconceptions/Misconceptions

- Students could believe that the only source for news is television.
- Students with little experience with newspapers may think of the articles as stories that reporters invent.
- Students, particularly English language learners, may not make the connection between the words “new,” “news,” and “newspaper.”
- Students may not know that there are print and online newspapers and news broadcasts in many languages or that many communities support newspapers in several languages.



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Lesson Sequence

Lesson 1 Introducing newspapers and related vocabulary

Introduction

- Introduce the unit and discuss the Essential Questions (on anchor charts) with students. Add their ideas to the charts. This activity can be done through Turn and Talk, a whole-class discussion, or a carousel activity in which students write their ideas on sticky notes and post them on the appropriate chart.

During the Lesson

- Pass out a newspaper to small groups of three to four students. In small groups, students explore newspapers. Circulate to prompt their discoveries. After several minutes, either as a class or in smaller groups, have students or groups share what they discovered and noticed.
- Give each group of students a list of newspaper terms (see the list in the Instructional Tips section) and ask them to create a group collage or poster illustrating the vocabulary.
- Students can look up the definitions for the newspaper vocabulary or provide the definitions.
- Students can cut up the newspapers that they've looked through to create the posters. They should include an example to illustrate each vocabulary word on their poster.
- For students who struggle with writing and ELL students, provide the words on cards and tell them to tape them under the features of the newspaper. For struggling readers, provide a glossary of terms as a resource.
- As a class, students share what they discovered and teach the class their assigned vocabulary words by sharing the examples on their finished posters.

Lesson Closing

- Explain to students that they will be learning how to interview and write articles with information from the interview. At the end of the unit, they will all interview adults in the school community and produce a newspaper profiling the adults.
 - Encourage students to begin to use this newspaper and reporter vocabulary in the unit over the next couple of weeks.
 - Tell students that they will have their own newsroom and ask what they think should be included in it. This activity could be used as a formative assessment to see what they know about a reporter's job.
 - Look for how students are using the vocabulary about reporting in their oral language and writing.
- Prior to Lesson 2, set up the classroom as a newsroom.

Lesson 2: Exploring online newspapers (newsfeeds)

Exploring online news

- Using a website for a local newspaper, *Time for Kids*, or community newspaper websites, students add to the vocabulary and their understandings of newspapers that they learned in Lesson 1.
- Explore the website as a group. For example, ask students to:
 - Click on headline links, video reports, and other unique features.
 - Find editorials, classified ads, and other sections.
 - Discuss each section and why people would read it.
 - Ask students to select an article to read.
 - After reading an article, students could watch a video news story.
 - Remind students as they are looking through the website and reading articles to search for more newspaper vocabulary words.
- After an extended period of exploration, discuss the following:





- What newspaper vocabulary did students notice? These terms could include words from Lesson 1 or new words.
- What are the similarities and differences between online newspapers and the print newspapers explored in Lesson 1? (this could be done via a Venn diagram)
- For what reasons would a reader prefer a print newspaper? For what reasons would you prefer an online news source? How does a video or radio news story compare to a print news story? Who reads newspapers in different languages or listens to news in different languages? What are the strengths of each format?
- Which format do they prefer?

Lesson Closing

- Return to the anchor charts with the Essential Questions. Do students have any more comments for the anchor charts now that they have looked at online journalism?
- Preview outcomes for the next lesson: Provide a tour of the classroom newsroom and tell students that starting tomorrow, they will begin to learn how to write like newspaper reporters.

Formative Assessment

Listen as students talk to each other to see if they are correctly using newspaper terms.





Newspaper Reporting and Interviewing

English Language Arts, Grade 3

Lessons 3, 4, and 5

Brief Overview of Lessons: In Lesson 3, students are introduced to interviewing, starting with a discussion of the role of interviews in the job of a reporter. Students watch an interview (video) and develop a list of what the reporter has done in this interview. In Lesson 4, the focus is on students planning and interviewing each other on a selected topic, using an inner-circle/outer-circle method. In Lesson 5, students are provided with a case report. In small groups, they collaboratively write interview questions and conduct an interview with someone in the school building (i.e., parent volunteers, older students, or staff members invited to the classroom). As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required: The ability to focus on a topic and write questions about the topic

Estimated Time: 30–40 minutes for each lesson

Resources for Lessons

Lesson 3

- CEPA Student Instructions and CEPA rubric
- One or two of the following videos:





- The First Lady Gets Kids Moving (complete interview, 5+ minutes):
<http://www.scholastic.com/browse/video.jsp?pID=1648673895&bcpid=1648673895&bclid=1699105479&bctid=863147889001> (Click on the correct video on the right.)
- Advice for His Daughters (an interview with President Obama; there is one interview question per video clip; watch more than one to get a better understanding of an interview):
<http://www.scholastic.com/browse/video.jsp?pID=1648673895&bcpid=1648673895&bclid=1123628604001&bctid=1124354276001>
- To Infinity, and Beyond! (interview of an astronaut):
<http://www.scholastic.com/browse/video.jsp?pID=1648673895&bcpid=1648673895&bclid=1699105479&bctid=1305870855001>
- The 150th Anniversary of the Civil War:
<http://www.scholastic.com/browse/video.jsp?pID=1648673895&bcpid=1648673895&bclid=1699105479&bctid=863147889001>

Lesson 4

- Interview Tips chart and marker (for adding to the list)
- One or two of the videos not shown in Lesson 3
- An index card and pencil for each student
- Masking tape to make circle outlines on the floor

Lesson 5

- Interview Tips and marker (for adding to the list)
- Notepads, pencils, recording devices, or digital cameras to record interviews
- Materials for thank-you cards





Unit: Newspaper Reporting and Interviewing

Content Area/Course: English Language Arts, Grade 3

Time (minutes): 30–40 minutes for each lesson

Lesson 3, 4 and 5: Making the Classroom into a Newsroom

By the end of these lessons, students will know and be able to:

- Use exemplar texts as a model for their own writing
- Prepare for an conducting interviews
- Choosing words and phrases for effect

Essential Questions addressed in these lessons

Q3. What can you learn from an interview?

Q4. How do reporters write interesting articles?

Standard(s)/Unit Goal(s) to be addressed in these lessons

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic

CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.ELA-Literacy.W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.3.a. Choose words and phrases for effect.

Instructional Tips/Strategies/Notes for Teacher

- Use the videos as text models for students to understand what an interview is and how to conduct it. Watching and critiquing several of them will help students to become familiar with the language and formality used in an interview and the purpose of one.
- Lesson 4 uses an inner-circle/outer-circle method to help students to practice interviewing. See the General Notes and Resources for a description of this process and the preparation needed. If this is the first time you've used the inner circle-outer circle approach, you may have to run through how the outer circle moves before actually adding the interview questioning.
- Lesson 5: For the CEPA (starting in Lesson 6), students will interview an adult in the school building (i.e., parent volunteers, older students, or staff members invited to the classroom). This lesson provides practice to prepare students to interview an adult on their own. For this practice interview, students could interview each other or students from another class. Students can work with a partner to plan and conduct the interviews.
- Put together pairs of students to work collaboratively through the interview process. Collaborative writing refers to the practice of peers participating in the writing process, mutually contributing ideas, skills, and knowledge about the topic and writing through discourse around writing.
- The writing workshop is based on a collaborative philosophy of writing because peers share their writing. While students can plan the interview collaboratively and use each other as resources in editing, each student should write up his or her own version of the interview. To learn more about collaborative writing, consult the following resources:
http://www.case.edu/artsci/engl/emmons/writing/assignments/N_O_CollaborativeWriting.pdf (a definition of collaborative writing);



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<http://jlr.sagepub.com/content/29/2/253.full.pdf+html> (a research article about collaborative writing).

Lesson Sequence

Lesson 3: The role of interviews

Lesson Opening

- Discuss the role of interviews in the job of a reporter. Share one or two of the following interviews (videos) with the class (see Resources for Lessons above or the Unit Resources).
- With the class, discuss what the reporters in the video clips did to interview their subjects and develop the story.

Interviewing

- From students' comments, create a chart of Interview Tips. Suggested tips include:
 - Think about your story and what you want to learn from the interview.
 - Who would be the best person to interview to answer your questions?
 - Prepare the questions ahead of time.
 - Sometimes it is helpful to give the person the questions ahead of time so that he or she can think about the answers.
 - Ask enough questions to get the information, but recognize when the interviewee is tired or needs to stop.
 - Find a quiet spot for the interview, where there won't be any distractions.
 - Introduce yourself before you begin.
 - Really listen to the answers.
 - Give the person plenty of time to think and respond.

- Look the person in the eye.
- Take notes or record the interview so you can listen to it later.
- If you record the interview, ask the person's permission first.

Lesson Closing

- Explain to students that they will be conducting a real interview and writing a report article about it.
 - Share the CEPA description and rubric.
 - Explain to students that they will practice with their classmates to prepare for the real interview.

Lesson 4: Planning an interview

Lesson Opening

- Share one or two more video interviews with the students. (See links in Lesson 3.) Review the Interview Tips chart and add to it if students observe more tips from the video(s).
- Model or do a think-aloud of selecting and discussing a topic.

During the Lesson

- Model planning an interview based on the following case scenario:
 - Our class is going to be profiled in *Time for Kids*. *Time for Kids* is doing a series of profiles about the average third-grade class: how the students are the same and different. Each member of our class will be interviewed. The reporters want to learn as much as they can about what we have in common as a class and what makes each of us different.
 - Ask students, What questions would you ask if you had this assignment as a reporter? (Students can Turn and Talk to answer this question with a partner.)



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- Share responses as a group.
- Discuss conducting an interview. How would you get started?
 - How do you get someone to talk to you?
 - What kinds of questions do you ask to get started?
 - What kinds of questions do you ask to get to the interview topic?
 - If the subject is talking about something and you want to know more about it, what kinds of questions would you ask to follow up?
 - What kinds of questions should you avoid asking? (i.e., questions that might be considered too personal or inappropriate)
- Pass out an index card to each student. Students should write two questions that would help the *Time for Kids* reporters to interview their class about how they are the same and different.
- Use the inner-circle/outer-circle method explained in the General Notes and Resources. Students in the inner circle ask their questions to the students in the outer circle. Those in the outer circle answer the questions. After two to three minutes, students in the outer circle move to the right and answer the questions of the next inner-circle person. This process continues until the inner circle people have asked several people (as many as time allows) their questions and received answers. Then, students switch circles and reverse roles.
 - Maximize teachable moments by describing how to conduct polite, sincere interviews as students participate in this activity.
 - Catch students as they make eye contact and practice other positive behaviors and call others' attention to these good practices.

Lesson Closing

- Discuss Essential Question 3: What can you learn from an interview?
- Review what students have learned in this lesson about planning and conducting interviews.

Lesson 5: Interviewing

- See the note about this lesson under the Instructional Tips section.

Planning and Practicing Interviews

- Review and add to the Interview Tips chart. Review what students learned from the practice interviews in Lesson 4.
- Depending on the grade level or age of the interviewees, help students to plan an interview by suggesting a topic. Some suggestions include:
 - Students' thoughts about school
 - What they do outside of school
 - Their favorite or least favorite things
 - For school staff, students might ask about their jobs or hobbies
- Working in their assigned pairs, students write interview questions collaboratively.
- Model for students how to ask someone for an interview.
 - Include how you would explain the class project: We're trying to interview all the adults at school and write profiles about them so that all the families will know the adults at school.
 - Show how to begin the interview: greeting the subject, starting with easy questions to get the conversation started.
 - Model how to take notes during the interview, how to finish the interview, and thank the subject for his or her time.
- Next, have pairs of students practice using their interview questions.
- Finally, each pair discusses working together during the interview. Strategies could include:
 - Students take notes or record the interview, depending on the availability of recording equipment and its ease of use.
 - Students could take turns asking questions. When one person asks a question, the other person can be recording the





interviewee's answer. That way, the person asking the question can maintain eye contact and listen carefully to the answer. That student in turn takes notes while the partner interviewer is asking questions.

- Now, students are ready to conduct an interview with a peer or a student from another class. Circulate from interview to interview, observing students' progress. Note teaching points to discuss after the interviewees leave.
- After the interviews, interviewers share their responses with another pair of partners. Then, the whole class shares how the interviews went and what they learned from the process.

Lesson Closing

- Discuss Essential Question 3: What can you learn from an interview? Add to the anchor chart and/or the Interview Tips chart.
- If the class interviewed students from another class, students can write and deliver thank-you notes to the interviewees thanking them for their time and cooperation. These may be individual notes or one note written interactively by the whole class.

Preview outcomes for the next lesson: In the next set of lessons, students write narratives in small groups. Share the list of partners so that pairs can start thinking about whom to interview.

Formative Assessment

- Observe as students respond in class discussions and participate in activities to determine what they know and what misconceptions they may have.
- Listen as they talk with each other to see if they are integrating academic vocabulary related to newspaper reporting and interviewing.
- Review students' or partners' notes and interview questions to assess how their interviews went and what they are learning about interviewing.





Newspaper Reporting and Interviewing

English Language Arts, Grade 3

Lessons 6, 7, 8, 9, 10, and 11

Brief Overview of Lessons: Lesson 6 introduces the CEPA assignment. Small groups collaboratively brainstorm to select their interviewee and then draft interview questions. In Lesson 7, students receive a description of the CEPA and CEPA Rubric. Groups share and discuss interviews, and then students draft narratives using the interview answers. Students revise and learn how to insert quotes into the article in Lesson 8. In Lesson 9 students continue to draft their articles, conferring with classmates as they write. In Lesson 10, students learn about editing using personal editing checklists. Students work at copyediting desks in the newsroom. Students work at proofreading and layout desks in the newsroom in Lesson 11. The newspaper is named to reflect name of class or school. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required:

- Understanding of the differences between formal and informal language and how to use formal language when planning and conducting interviews
- Ability to write collaboratively with a partner with sufficient accuracy and fluency so that others can comprehend their writing

Estimated Time: 30–40 minutes per lesson (not counting the interviews that follow Lesson 6)



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Resources for Lessons

Lesson 6

- Copies of the CEPA assignment
- Notepads, pencils, or recording devices to record interview
- Cameras: one for each student; several for students to share; or one for the teacher to use

Lesson 7

- CEPA Student Instructions and the CEPA Rubric

Lesson 8

- Preselected draft interview and integrated quote to use as a model
- Examples of articles with integrated quotes from your local newspaper
- *Bylines: A Photobiography of Nellie Bly*, by Sue Macy (see pages 38–40 for examples of how Macy integrates quotes)

Lesson 9

- Cut (photo) and cutline (caption) for article
- (Optional) *The Landry News*, by Andrew Clements (if there is time for a read-aloud)

Lesson 10

- Editing Checklist (see the Appendices)
- Copyediting desks for the newsroom





Lesson 11

- Proofreading Checklist (see the Appendices)
- Proofreading desks for the newsroom
- Computers for students to design their articles for the newspaper (set up as layout desks in the newsroom)





Unit: Newspaper Reporting and Interviewing
Content Area/Course: English Language Arts, Grade 3
Time (minutes): 30–40 minutes for each lesson
Lessons 6, 7, 8, 9, 10 and 11: Writing a Narrative

By the end of these lessons, students will know and be able to:

- Use exemplar texts as a model for their own writing
- Prepare for and conduct interviews
- Use dialogue and descriptions to develop a narrative news article
- Choose words and phrases for effect
- Use the writing process to generate interesting narratives
- Use technology to publish their writing

Essential Questions addressed in these lessons

- Q3. What can you learn from an interview?
Q4. How do reporters write interesting articles?

Standard(s)/Unit Goal(s) to be addressed in these lessons

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.3.a Choose words and phrases for effect.

Instructional Tips/Strategies/Notes for Teacher

- Students could conduct interviews individually or with a partner, but assessed and scored on their individual efforts.
- Recruit volunteers to be interviewed and profiled by your students. Consider interviews with older students (e.g., high school athletes, club members), administrators, the school nurse, teachers, teaching aides, cafeteria workers, etc. Students conduct their interviews after Lesson 6.
- Determine how you want students to record interviews. If digital or taped recording technology is available, ensure that all students have the same opportunity to use it.
- Students might need support framing their questions in a sequential manner that assumes responses will logically lead to subsequent questions. Teachers may need to write and model a set of questions with a logical sequence.
- These lessons assume that students know about the basics of newspaper writing. To review these with or teach them to your





students, see the second-grade unit, “Reading and Reporting the News: Writing Narratives.”

Lesson Sequence

Lesson 6: Brainstorming and planning

- Introduce students to the role of a reporter by explaining that they will research information for their articles by interviewing people. Share the CEPA assignment, specifically that they will interview and write an article to profile someone in the school community. Be prepared with examples of people they could interview and what they could write about in their articles.
- Explain that while students will work independently on their own articles, they will collaborate with peers during the interview and throughout the writing process to gain support, ideas, and feedback from others.

During the Lesson

- In pairs, students brainstorm whom they might profile and what they may want to write about that person.
- Rotate around the room to listen to students’ choices and help them to decide on a person whom they have access to during the school day.
- Students record what they want to know about the person. Remind students about what not to do in an interview (for example, asking questions that might be considered too personal or inappropriate).
- Discuss note taking: when you might choose to write down the exact words that someone says because something is important or interesting, and when you might summarize in your own words.

- Students should draft five or six interview questions and then review their questions in small groups. Groups also consult with you for suggestions.
- Students conduct their interviews before Lesson 7. They should take a picture of their subject to use in the newspaper, with the person’s permission. (If cameras are not available, the students may draw a picture of the person or something about the person, or, you could take pictures for students to use.)

Lesson 7: Sharing interviews and drafting

- Again, students should have conducted their interview before this class.
- With the whole class, ask students to tell about their interview experiences: what went well and what problems they may have had.
- Ask students to review their notes. Are there places in their notes where they wrote down exactly what the subject said? Are there places in their notes where they wrote down their own ideas about what the subject said? Explain to students that if they wrote down the exact words the subject said, they can include the quote in the article. Model an example or two.
- Ask students what they observed during their interviews and how they could include their observations in their articles.
- Share the expectations for the CEPA by reviewing the CEPA Rubric.
- Students begin to draft their profile (narratives) using their observations, notes, and direct responses.





Lesson 8: Inserting quotes

- Share some examples of articles with integrated quotes from your local newspaper. Use these as exemplar texts to model how reporters integrate quotes to support and extend what they are writing about.
- Ask students for a quote from their notes. Display their draft and demonstrate how to insert the quotation into the draft.
- Ask students to put several quotes from their interview into the draft. Review and provide feedback on their efforts.
- Assess whether or not the quotes are appropriately placed. Scaffold by providing guided practice with initial attempts and then having students work independently.
- Ask students to share their favorite quote with the class or a partner. After each example, discuss as a group how the quote strengthens the article.

Lesson 9: Drafting and conferring

Drafting and conferring

- In this lesson, students continue to draft their articles, conferring with classmates and as they write. They also confer with you to improve their writing as they use the writing process.
- Show students how to correctly punctuate direct quotes. Be prepared with examples accurately punctuated quotes from authentic texts. These may be displayed in the newsroom for students to use as models.
- Give students copies of the photos to go with the articles. Ask students to prepare their outline (caption) for their cut (photo).

- If you have time, talk about “good-hearted” reporting vs. “mean-hearted” reporting. To do so, read “From the Editor’s Desk” (pp. 74–77) in *The Landry News*, by Andrew Clements. Discuss the distinction between these two kinds of reporting as well as the ethics of reporting and how it pertains to students’ interview and draft.
- Students should come to Lesson 10 with their first draft accompanied by the cut and outline they plan to use.

Lesson 10: Copy editing

- Using the Editing Checklist (see the Appendices), students take turns reading their articles and conferring with each other. They each take a turn as reporter and copy editor. The copy editor should hold a conference with the reporter to explain his or her responses on the checklist. Copy editors should suggest ways to improve the article, just as a news copy editor would.
- Students review the checklist and make revisions. Provide a mini-lesson for the group or small groups as needed. Students can consult writing resources, such as a dictionary, thesaurus, and other resources, to improve and finalize their writing.
- Between Lessons 10 and 11, students type up or write the final version of their article and add the headline, cut, and outline. Save each file electronically for ease in making additional corrections.
- After the articles have been copyedited and the drafts are in their final version, students print out a copy of their article to share with their interviewees.
 - Students ask interviewees to confirm that the article accurately represents their statements.
 - Corrections should be made if needed.





- Students request oral permission from their interviewee to print the article and the picture in the class newspaper.

Lesson 11: Proofing and laying out the paper

- Using the final draft, students complete one last peer edit and a final proofread.
- Share flags from several newspapers to understand what they usually reflect. Brainstorm and decide with the class what the flag of their newspaper should be and any other features they want to include to make their newspaper special and authentic.
- If time permits, involve students in the layout design. Meet with students individually to create the article layout on a computer:

If possible, use a local newspaper as a model for layout formatting.

- Ask students where they would like the cut and cutline inserted into their article.
- Ask students other questions to involve them in the layout of the newspaper so it becomes theirs.
- Collect all articles and do a final proofread. Consult with students about any final suggested changes to their article or the newspaper.
- Preview outcomes for the next lesson: Students will receive a copy of the final newspaper, which contains all articles. They will share their articles with their interviewees and others, such as their families.

Formative Assessment

- Teacher-student writing conferences
- Observation of collaborative copyediting, proofreading, and how they talk about their interviews and writing
- Written drafts





Newspaper Reporting and Interviewing

English Language Arts, Grade 3

Lesson 12

Brief Overview of the Lesson: The newspaper is circulated. Interviewees are invited to attend a celebratory reading of the newspaper articles. Students read their articles to the class and invited guests. The class reflects on the experience by sharing what they learned about using texts as models for writing, interviewing, inserting quotes from the interviews, and writing narratives. Students also reflect on the four Essential Questions. Newspapers are taken home and circulated within the school, the person they interviewed, and the community.

Prior Knowledge Required:

- Ability to comfortably read something in front of the class and invited guests
- Ability to express oneself orally in complete sentences

Estimated Time: 30–40 minutes

Resources for the Lesson

Copies of the final class newspaper: one for each student and extras to share with members of the school community and families



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Unit: Newspaper Reporting and Interviewing
Content Area/Course: English Language Arts, Grade 3
Time (minutes): 30–40 minutes
Lesson 12: Sharing the Class Newspaper

By the end of this lesson, students will know and be able to:

- Respond to the four Essential Questions for this unit in a logical way based on what they learned in this unit

Essential Questions addressed in this lesson

- Q1. What is a newspaper?
- Q2. Why do people read newspapers?
- Q3. What can you learn from an interview?
- Q4. How do reporters write interesting articles?

Standard(s)/Unit Goal(s) to be addressed in this lesson

CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.3.a. Choose words and phrases for effect.

Instructional Tips/ Strategies/Notes for Teacher

- This lesson should be a celebration of students' accomplishments in the production of the class newspaper.
- Invite interviewees to hear students read their articles. Celebrate students' accomplishments.
- As students take turns reading, give instructions to the listeners (e.g., Can you listen for a question to ask? Think about connections you can make, etc.).

Lesson Sequence

Lesson 12: Delivering and reading the newspaper

- Distribute (circulate) the final class newspaper or select a “delivery person” to deliver the papers newspaper style (rolling and tossing them to each student or handing them out as if at a newsstand).
- Congratulate students for their work on the newspaper. Discuss good listening skills and tips for how to read a text aloud fluently.
- Partners read their articles aloud to the interview subject, an invited guest, or a classmate. Listeners are encouraged to provide responses ranging from questions to observations.

Closing the Unit

- After the guests have left, reflect on the unit as a class. Students reflect on the following questions and share their responses:
 - What they have learned about using texts (newspaper articles) as models to help them with their own writing?
 - What is a newspaper?
 - Why do people read newspapers?
 - What reporters do?
 - How do reporters conduct interviews?





- What can be learned from an interview?
- How do reporters write interesting articles?
- What else they have learned?
- How they can use what they've learned in this lesson in their everyday lives?
- If students keep a literacy journal, ask them to write about this unit, reflecting on what they learned about newspapers, reporting, interviewing, and writing.

Summative Assessment

- Observe students' responses during the discussion of the Essential Questions.
- Observe students as they share their articles.
- Use the CEPA Rubric to assess their articles.





Curriculum Embedded Performance Assessment (CEPA) Teacher Instructions

Performance Task: Students will create a class newspaper profiling the adults in the school community so that readers can learn about them. Each student will contribute an article and photo or drawing of his/her choice of an adult in the school community. Students will use quotes from their interviews in their articles to support their main idea. In the process of writing the article, students will work with a partner to conference, rewrite, layout, and proofread articles. The finished profiles will be compiled together into a newspaper. The newspaper will be reproduced and circulated to families, friends, school personnel, and selected community members so that everyone can learn about the adults in the school community.

Goal: Advance students knowledge of reading and writing journalism by taking on the role of a newspaper reporter, conducting interviews and publishing a class newspaper.

Audience: Classmates, school community, families, and other members of the community.

Standards assessed

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.3.a Choose words and phrases for effect.



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Criteria for Success:

The article will include:

- A catchy headline that captures readers' attention
- A lead sentence that draws the reader into the story
- Student's name as the byline
- A dateline
- A cut and cutline that add to the description of the person interviewed
- Word and phrase choices that add to the interest of the article
- Interesting quotes that tell us more about the person interviewed



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8/2013



Curriculum Embedded Performance Assessment (CEPA) Student Instructions

The school community is interested in getting to know the people who work in your school. You will interview a member of the school community and write an interesting news article about the person. Your article will include:

- A catchy headline that captures readers' attention
- A lead sentence that draws the reader into your story
- Your name as the byline
- A dateline
- A cut and outline that add to the description of the person you interviewed
- Word and phrase choices that add to the interest of the article
- Interesting quotes that tell us more about the person you have interviewed

Here is the exciting news! Your article will be published in our own class newspaper that you can share with your family, friends, and school community, especially the person you interviewed. Many people will be reading our published newspaper, so make sure that your article includes the following:

- Correct grammar and spelling
- A clear sequence or order of things
- Descriptive details

Get out your reporter's notebook and sharpen your pencil!





CEPA Rubric

CATEGORY	4 Exceeds expectations	3 Meets expectations	2 Developing	1 Emerging
The writing process	Student developed and strengthened writing as needed by planning, revising, and editing	Student participated in two out of three of the stages of writing mentioned	Student participated in one out of three of the stages of writing mentioned	Student did not participate in planning, revising, or editing with the group
Use of technology (if available)	Student used technology effectively and knowledgeably to produce and publish an article	Student showed some knowledge of how to use the technology collaboratively	Student used technology, but not effectively or knowledgeably	Student did not participate in the collaborative use of technology
Language and conventions	Student used knowledge of language and conventions to choose numerous words and phrases for effect	Student included several word choices and phrases and used them well for effect	Student used a couple of word choices and phrases well for effect	Student's word choices are bland and little effort was shown
Interview quotes	Student accurately used three quotes to substantially support the main idea of the article	Student accurately used two quotes to substantially support the main idea	Student accurately used one quote to support the main idea	Student did not use quotes or used them inaccurately, or quotes did not support the main idea
Descriptive details	Narrative includes numerous descriptive details that add interest	Narrative includes some descriptive details that add interest	Narrative includes just a couple of descriptive details that add interest	No details are included
Organization	Article unfolds naturally and clearly and is well organized	Most of the article unfolds naturally and clearly, but one or two parts are unclear and disorganized	Parts of the article unfold naturally, but several parts are unclear and disorganized	Ideas are presented in a jumbled way; readers cannot understand the article because of lack of organization





Unit Resources

All Lessons

Websites with definitions for newspaper terms used in this unit:

- McGraw-Hill: http://highered.mcgraw-hill.com/sites/0072407611/student_view0/glossary.html
- The News Manual: <http://www.thenewsmanual.net/Resources/glossary.html>

Lesson 1

- A newspaper for each student or for each small groups of students
- Chart paper, scissors, and glue (a set for each small group)

Lesson 2

- Classroom computer (that allows all students to view the monitor) or multiple computers (so that small groups of students can work with adult facilitators to navigate through an online newspaper website)
- Online newspapers: *Time for Kids* at www.timeforkids.org or the website of a local newspaper
- Instructions on creating a WebQuest: http://www.educationworld.com/a_tech/tech/tech011.shtml

Lesson 3

- CEPA Student Instructions and CEPA rubric
- One or two of the following videos:
 - The First Lady Gets Kids Moving (complete interview, 5+ minutes):
<http://www.scholastic.com/browse/video.jsp?PID=1648673895&bcpid=1648673895&bclid=1699105479&bctid=863147889001> (Click on the correct video on the right.)
 - Advice for His Daughters (an interview with President Obama; one interview question per video clip; watch more than one to get a better understanding of an interview):
<http://www.scholastic.com/browse/video.jsp?PID=1648673895&bcpid=1648673895&bclid=1123628604001&bctid=1124354276001>
 - To Infinity, and Beyond! (interview of an astronaut):
<http://www.scholastic.com/browse/video.jsp?PID=1648673895&bcpid=1648673895&bclid=1699105479&bctid=1305870855001>



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- The 150th Anniversary of the Civil War:
<http://www.scholastic.com/browse/video.jsp?PID=1648673895&bcpid=1648673895&bclid=1699105479&bctid=863147889001>

Lesson 4

- Interview Tips chart and marker (for adding to the list)
- One or two of the videos not shown in Lesson 3
- An index card and pencil for each student
- Masking tape to make circle outlines on the floor

Lesson 5

- Interview Tips and marker (for adding to the list)
- Notepads, pencils, recording devices, or digital cameras to record interviews
- Materials for thank-you cards

Lessons 6 and 7

- Copies of the CEPA assignment
- CEPA Rubric
- Notepads, pencils, or recording devices to record interviews
- Cameras: one for each student; several for students to share; or one for the teacher to use

Lesson 8

- Preselected draft interview and integrated quote to use as a model
- Examples of articles with integrated quotes from your local newspaper
- *Bylines: A Photobiography of Nellie Bly*, by Sue Macy (see pages 38–40 for examples of how Macy integrates quotes)

Lesson 9

- Cut (photo) and cutline (caption) for article
- (Optional) *The Landry News*, by Andrew Clements (if there is time for a read-aloud)



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Lesson 10

- Editing Checklist (see the Appendices)
- Copyediting desks for the newsroom

Lesson 11

- Proofreading Checklist (see the Appendices)
- Proofreading desks for the newsroom
- Computers for students to design their articles for the newspaper (set up as layout desks in the newsroom)

Lesson 12

- Copies of the final class newspaper: one for each student and extras to share with members of the school community and families





Appendix A: Editing Checklist

<input type="checkbox"/> The headline captures the reader's attention
<input type="checkbox"/> The lead grabs the reader's attention
<input type="checkbox"/> The article tells a story from an interesting point of view
<input type="checkbox"/> The article uses many descriptive details
<input type="checkbox"/> The order of events makes sense
<input type="checkbox"/> Three quotes support the main idea of the article
<input type="checkbox"/> The article has no spelling or grammar errors
<input type="checkbox"/> The article includes carefully selected words and phrases for effect





Appendix B: Proofreading Checklist

<input type="checkbox"/> Spelling is correct, especially the interviewee's name
<input type="checkbox"/> Grammar is correct
<input type="checkbox"/> Punctuation is correct
<input type="checkbox"/> All parts of the article are included: <ul style="list-style-type: none">• headline• byline• dateline• copy• cut• outline
<input type="checkbox"/> Capitalization is correct

