



The One Page Series

Standards-Based Activities for Sixth, Seventh and Eighth Grade Students

- Using the **Front Page** and a list of **News Jargon**, identify jargon used on the front page; cut 'n paste **News Jargon** terminology on its related text feature. 6.2E; 7.2E; 8.2E
- Using the **Editorial Page**, analyze the lead editorial to... 6.13B: recognize how the editor uses various writing techniques to influence the reader's emotions; 7.13C: evaluate how the editor influences and informs the reader; 8.13A: evaluate how the editor focuses attention on events and informs the opinions of issues.
- Using the **Sports Page**, select one sports story to... 6.10A; 7.10A identify the reporter's organizational pattern and explain how the reporter uses this pattern to develop his/her viewpoint; 8.9 identify three sports articles which have different organizational patterns and explain the logical connections that can be made across the articles - give evidence for support.
- Using the **Weather Page**, create a triple bar graph of 3 cities on 3 different continents and record their temperatures weekly to compare/contrast observed patterns. 6 Fig 19D; 7 Fig 19D; 8 Fig 19D.
- Using the **Community Page**, read and analyze all the articles to... 6.9A: compare and contrast the various purposes the community page editor had in including these articles; 7.9A: explain the editor's purpose(s); 8.9A: explain how the editor achieved similar or different purposes in this section of the newspaper.
- Using the **Education Extra Page**, read and... 6.10A summarize the main idea of the articles without including opinions; 7.10C use different organizational patterns as guides for summarizing and forming an overview of the articles; 8.10C make inferences and draw conclusions about the articles and their organizational patterns.
- Using the **Comic Page**, selectively read the comic strips and choose one to... 6.13A explain the cartoonist's message; 7.13A interpret both the explicit and implicit messages of the cartoonist; 8.13A evaluate the techniques used by the cartoonist to create a point of view.
- Using the **Kid Scoop Page**, identify the topic for this week's page and evaluate the author's success in achieving his/her purpose; provide evidence from the page to support your understanding. 6.9; 7.9; 8.9

FOCUS QUESTIONS & BLOOM'S VERBS: Can the student...support...interpret...infer...analyze...summarize...evaluate?