How can I do better in school?

Genre
Journalism: Feature Writing
Journalism includes a number of subgenres or styles, including feature articles. Feature articles have two main characteristics. The first, which is the same for all journalism, is the reporting of relevant facts and statistics for a news story or general interest story. The second is the use of creative and interesting ways to write the article so that it attracts readers’ attention, such as using attention-getting headlines or opening paragraphs, anecdotes or writing from an unusual perspective.

Format
Newspaper Article
A newspaper is composed of articles organized into sections such as feature articles, editorials, international news, business and entertainment or lifestyle. A feature article is an in-depth report of a person, issue or event. Characteristics of a newspaper article include a headline, byline and pictures. If the feature article requires research, the article will also cite sources in the text and at the end of the article. In this topic, students will write a feature article about helping a classmate with a learning disability.

Writing Strategy Focus
Developing a Topic
What is it? The ability to develop a topic requires writers to support main ideas with facts, definitions, concrete details or other information.
What will students do? Students will learn to use different types of information, such as statistics and definitions, to develop a topic.
Why is it important? It is important to clearly state main ideas and support them with concrete, factual information; otherwise, a text lacks reliability and validity.
How will students build on previous knowledge? In previous Compass Writing Logs, students learn to develop topics in newspaper and magazine articles. In this topic, students further develop this skill by including research-based definitions, statistics and other reliable information.

Lessons Preview

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Learning to Learn
by Karen Ames

1. Investigators estimate that one in ten people have a very common learning disability called dyslexia. According to the International Dyslexia Association, dyslexia is a learning disability that is "characterized by difficulties with accurate word recognition and poor spelling." This means people with dyslexia do not see information in a book the way others do. They may confuse the order or direction of the letters and numbers when reading and writing, and this makes it more difficult when learning new information.

2. Last week, a friend told me he has dyslexia. He says he is embarrassed to write on the board in class because he makes a lot of spelling mistakes. He also says he needs more time than the rest of our classmates to read a book.

3. His parents are helping him, and I want to help, too. For example, I think we can work together when we are assigned a book to read. I can read aloud while he follows along in the book. At school, we can all help. We can talk about the main ideas of stories. We can also help each other correct spelling mistakes.

4. In summary, I think we all can do something to help our classmates facing any learning challenges. The important point is to understand the challenges and learn how to help each other.

5. Sources:
   2. www.dyslexiaida.org/definition-of-dyslexia/
Lesson 1

Lead in to the Lesson (10 min.)

- Elicit the names of school subjects. Write them on the board.
- Form small groups. Have students discuss the following questions:
  Which subjects do you like? Which subjects are more challenging? Why?
- Encourage students to share their ideas with the class.
- Remind students that most people find some subjects more challenging than others.

Read and Understand the Model Text (30 min.)

Reading Strategies

- Direct students' attention to page 8. Tell them to cover the text.
- Point out the picture. Have students describe it. Ask: What do you see in the picture? How do you think the boy feels? Elicit ideas.
- Tell students to look at the title. Elicit what's different about it. (Two letters in the word Learn are backward.)
- Ask: Based on the title, what do you think the text is about? (Difficulty learning or reading.)
- Write the word Topic on the board. Elicit or teach its meaning. (The subject of a text.) Ask: Where do you find information about the topic in a text? (In the introduction, usually in the first two or three sentences.)
- Have students read the first paragraph.
- Ask: What is the topic of the text? (Dyslexia.) Write dyslexia on the board.
- Ask: What does the writer use to present dyslexia? (A statistic and a definition.) Explain that by providing a statistic and a definition, the writer makes sure readers know what dyslexia is.
- Tell students to read the first paragraph again. Ask: What is the main idea? (Having dyslexia makes it more difficult to learn.)
- Say: The topic of the text is dyslexia. The main idea is that having dyslexia makes it more difficult to learn.
- Have students read the text. Elicit or teach any new words. Write them on the board.
- Confirm understanding of the text. Ask: How many people have dyslexia? What do people with dyslexia find difficult? How does the writer's friend feel? Why? How can we help people with dyslexia?
- Direct students' attention to the article. Ask: Where was this article published? (In a school newspaper.) Elicit the features of a newspaper article. (Title, byline, headings, pictures and sources.)

Take the Lesson Further (20 min.)

- Have students use their mobile devices or school computers to access the first website listed in the sources section of the text. Tell them to read the facts about dyslexia.
- Form pairs. Point out the list of school subjects on the board. Have them make a list of ways school subjects might be challenging for people with dyslexia. Remind them to refer to the facts on the website.
- Encourage students to share their ideas with the class.

Homework Option

Students can ask family members if they or friends of the family have dyslexia. If so, encourage students to interview them to find out what learning strategies they used to help them in school.
Lesson 2

Teaching Resources
Compass Writing Log 5 pages 8 and 9

Writing Strategy Focus
Developing a Topic

Reading Strategy
Summarizing
The strategy of summarizing enables students to identify the most important ideas in a text, to focus on key words and phrases and to be concise by eliminating nonessential information. Before, during and after reading, effective readers ask themselves questions such as What’s the main idea? What are the key details? Are they relevant to the author’s position or topic?

Lead in to the Lesson (10 min.)

Reading Strategy
• Write Topic, Main idea and Key details on the board. Elicit the meaning of each.
• Explain that summarizing a text means focusing on the most important information—the topic, main ideas and key details.
• Ask: What’s the text about? (Dyslexia.) Say: Start your summary by saying: The text “Learning to Learn” is about dyslexia.
• Form pairs. Tell students to summarize the model text.
• Encourage students to share their summaries.

1 Read the text. Circle the correct words to complete the sentences. (15 min.)
• Write RAFT on the board. Elicit or teach the words in the acronym. (Role of the writer, Audience, Format, Topic.) Write the words on the board.
• Explain that each of the sentences in the activity focuses on one of the elements in RAFT.
• Have students read the sentence starters and options. Then have them read the text and complete the sentences.
• Tell students to match the sentences to the elements of RAFT. (1. Role of the writer 2. Audience 3. Format 4. Topic.)
• Explain that they should always keep RAFT in mind when analyzing or writing a text.

Answers: 1. c 2. b 3. a 4. c

2 Look at the text. Number the paragraph descriptions in the correct order. (10 min.)
• Have students read the paragraph descriptions.
• Confirm understanding of the word references. (Sources.)
• Direct students’ attention to the numbered paragraphs in the model text.
• Have them identify paragraph 1. (The third description.) Tell them to write I in the box.
• Have students complete the rest of the activity.

Answers: 2, 5, 1, 4, 3

3 Developing a Topic Look at the text again. Circle the correct answers. (10 min.)
• Read the Writing Strategy entry aloud. Have students follow along.
• Write the words statistic, definition and anecdote on the board. Elicit or teach the meaning of statistic and anecdote. (A number that represents a piece of information. A short story about a personal experience.)

• Have students read question 1. Tell them to look at the model text. Ask: What paragraph talks about how common dyslexia is? (Paragraph 1.) What type of information is that? (A statistic.) Have students circle the answer.
• Tell students to answer questions 2 and 3. Monitor and help as needed.

Answers: 1. a 2. b 3. c

4 Punctuation Follow the instructions. (10 min.)
• Read the Punctuation entry aloud. Have students follow along.
• Draw a pair of quotation marks on the board.
• Have students scan the model text for quotation marks. (Beginning on the fifth line of the model text.) Ask: Why does the author use quotation marks here? (She’s quoting a definition from a source.) Tell students to write the quotation in item 1.
• Point out the number 2 after the quotation. Elicit or teach that the number refers to source number 2 listed at the end of the text.
• Have students find the reference to source number 1. Ask: Why is it not in quotation marks? (The information comes from the source, but the author didn’t use exact words from it.)
• Direct students’ attention to item 2. Have them read it. Elicit introductory phrases.
• Tell students to scan the text for one and write it in the space provided. (In summary, on the fourth to last line of the text.)

Toke the Lesson Further (5 min.)
• Form small groups. Have students look at the second paragraph. Ask: How does adding an anecdote change the tone of the text? (It personalizes it. It makes the text more relatable.)

Know Your Students
Statistically, at least one student in your class is likely to have a learning disability. Make sure the student does not feel obligated to discuss this disability if he or she is not comfortable doing so. Be careful that students do not speculate about who in the class may have a disability. Reinforce that learning disabilities are common.

T10 | Getting Started
Reading the text. Circle the correct words to complete the sentences.

1. The writer of the text is a...
   a. doctor.   b. teacher.   c. student.

2. The text is written for...
   a. dyslexic students.   b. all students.   c. only teachers.

3. The text is in a...
   a. school newspaper.   b. personal diary.   c. science magazine.

4. The text is about...
   a. reading aloud.   b. correcting spelling.   c. helping a classmate with dyslexia.

Look at the text. Number the paragraph descriptions in the correct order.

- the problems a student with a learning disability faces
- a list of references
- a learning disability and its definition
- a conclusion
- how to help a person with a learning disability

Developing a Topic: Look at the text again. Circle the correct answers.

1. What does the author use to show how common dyslexia is?
   a. a statistic   b. a definition   c. an anecdote

2. What does the author use to explain what dyslexia is?
   a. a statistic   b. a definition   c. an anecdote

3. What does the author use to personalize the text?
   a. a statistic   b. a definition   c. an anecdote

Punctuation: Follow the instructions.

1. Find a sentence in the text with quotation marks. Write it here.

2. Find a sentence in the text that uses a comma to separate an introductory phrase. Write it here.
1 Answer the questions.
1 What will be the purpose of your text?

2 Who are you writing the text for?

3 Where will you publish your text?

4 What learning disabilities could you write about?

2 Think about different learning disabilities. Brainstorm and write the words you might use.

<table>
<thead>
<tr>
<th>Learning Disabilities</th>
<th>How Classmates with Learning Disabilities Feel</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulties in School</th>
<th>Ways to Help Classmates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Research learning disabilities. Choose one. Write some ideas for your text.

10 | Topic 1
Lesson 3

### Lead in to the Lesson (5 min.)
- Write on the board: blog, comic book, magazine, novel, school newspaper and textbook.
- Have students give examples of each.
- Ask: Which of these do you read for fun? Which do you read for information? Elicit ideas.

#### 1 Answer the questions. (15 min.)

**Writing Strategy**
- Write PIE on the board. Elicit or teach the words in the acronym. (Persuade, inform and entertain.) Explain that writers always have a purpose. Sometimes it is to persuade, sometimes it is to inform and sometimes it is to entertain.
- Ask: What is the purpose of a comic? (To entertain.) How about a textbook? (To inform.)
- Tell students they are going to research and write about a learning disability. Explain that they must have a clear purpose. Have them reflect on their purposes and answer question 1.
- Have students complete questions 2 and 3.
- Read question 4. Elicit which disabilities, other than dyslexia, students are familiar with. If students are not familiar with other learning disabilities, introduce some common ones briefly: dyscalculia (difficulty in learning or understanding arithmetic) and dysgraphia (difficulty in writing).
- Have students complete question 4. Tell them they can change the topic of their articles to a different learning disability after they do research.

#### 2 Think about different learning disabilities. Brainstorm and write the words you might use. (15 min.)
- Write the headings from the chart on the board.
- Elicit an example word for each of the headings. Tell students to use information from the model text to help them.
- Form small groups. Have students brainstorm more key words about other learning disabilities and write them in their books.

#### 3 Research learning disabilities. Choose one.

**Write some ideas for your text. (20 min.)**

**Writing Strategy**
- Write the websites on the board.
- Explain that students are going to skim websites in order to choose a learning disability. Ask: When you are looking for information, do you read everything carefully or do you read quickly to understand the main ideas? (Read quickly for main ideas.)
- Say: After you choose a learning disability, you need to take notes. Ask: What information will you write in your notes: complete sentences or the most important words? (The most important words.) What is the most important information you need to look for and take notes about? (A definition, statistics, percentages, other facts.)
- Have students use their mobile devices or school computers to skim the websites.
- Tell them to take notes in their notebooks and then transfer the most relevant information to activity 3 in their books. Monitor and help as needed.
- Remind students to make note of the websites they accessed because they will need to make a list of their sources.

### Manage Your Class

Monitor student progress carefully when they are researching online. Sometimes students access irrelevant content or inappropriate websites and need a gentle reminder to focus on the task.

### Take the Lesson Further (5 min.)
- Form small groups. Have students share some of the facts and statistics they learned about learning disabilities. Encourage them to say what surprised them the most.

### Planning My Text

#### Lead in to the Lesson (5 min.)
- Have students brainstorm and write the words they might use.
- Elicit an example word for each of the headings. Tell students to use information from the model text to help them.
- Form small groups. Have students brainstorm more key words about other learning disabilities and write them in their books.

#### 2 Think about different learning disabilities. Brainstorm and write the words you might use. (15 min.)

<table>
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<tr>
<th>Learning Disabilities</th>
<th>How Classmates with Learning Disabilities Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>dyslexia, dyscalculia, dysgraphia</td>
<td>sad, embarrassed, frustrated, angry, anxious, alone, scared</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulties in School</th>
<th>Ways to Help Classmates</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading aloud, reading comprehension, copying from the board, finishing exams, understanding math</td>
<td>sharing notes, dictating key words, talking about the topics, explaining difficult concepts, checking spelling</td>
</tr>
</tbody>
</table>
Lesson 4

Teaching Resources
Compass Writing Log 5 pages 10 and 11

Writing Strategies
Quoting Explicitly from a Text
A quotation is a word, phrase, sentence or paragraph taken directly from a text. A direct quotation from a credible source can support an explanation or a summary of a text. Writers use quotations to support their ideas.

Creating Topic Sentences
Topic sentences present the topic and main idea of a paragraph. They are an important signposting technique. Developing this strategy helps students produce well-organized, coherent texts.

Physical Education Connection
When students do physical activities related to the content of a text, such as the connection between the mind and physical activity, it helps clarify key concepts and make them more relatable and memorable.

Lead in to the Lesson (10 min.)
Physical Education Connection
• Explain that some people, and not only ones with learning disabilities, learn better when they can move around and play games.
• Form small groups. Tell them to think of a four- or five-letter word related to their chosen learning disabilities, but not to say it too loudly.
• Have students practice forming the letters of the word with their bodies. Remind them they can use more than one person for a letter, if necessary.
• Encourage students to spell out their words with their bodies and have classmates guess the words and the learning disability.

4 Complete the graphic organizer for the learning disability you chose. (20 min.)
Writing Strategy
• Tell students to review their notes on page 10.
• Direct students’ attention to the graphic organizer. Have a volunteer read the headings.
• For part 1, remind students they may also include percentages or other forms of statistics found during their research.
• Point out part 2. Ask: What punctuation do you use for a definition? (Quotation marks.) Why? (Because we are writing someone else’s words.) Explain that this is called quoting.
• Ask: Where do you give suggestions? (Part 3.) Where do you write your references? (Part 5.) Where do you write your final ideas? (Part 4.)
• Have students complete the graphic organizer. Remind them to only write quotations or ideas. Monitor and help as needed.

5 Write a topic sentence for the introduction, one for ways to help and one for the conclusion. (15 min.)
Writing Strategy
• Elicit the three main sections of an essay. (Introduction, body and conclusion.)
• Read the instructions to the class.
• Explain that the ways to help are part of the body of the essay.
• Elicit the meaning and purpose of a topic sentence. (A topic sentence is the first sentence in a paragraph. It presents the main idea of the paragraph.) Ask: What words should you use in the topic sentence of your conclusion? (An introductory phrase.) Elicit a few introductory phrases for conclusions.
• Have students use the information in their graphic organizers to help them write topic sentences. Monitor and help as needed.

Take the Lesson Further (10 min.)
• Form small groups.
• Have students read their topic sentences. For the introductions, tell listeners to guess the topic of their classmates’ articles. For ways to help, have students comment and give feedback.

TI4 | Organizing My Ideas
4 Complete the graphic organizer for the learning disability you chose.

**Helping classmates with:**

1 **Statistics:**

2 **Definition/Explanation:**

3 **How I can help:**
   - a
   - b
   - c

4 **Conclusion:**

5 **Sources:**

5 Write a topic sentence for the introduction, one for ways to help and one for the conclusion.

1

2

3
1 Write the first draft of your text.

2 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No.

1 The text is about a learning disability. Yes ☑ No ☐
2 There are statistics and a definition. Yes ☑ No ☐
3 There are ways to help classmates. Yes ☑ No ☐
4 There is a conclusion and sources. Yes ☑ No ☐
5 There are introductory phrases, such as for example and in summary. Yes ☑ No ☐

My First Draft

My Classmate’s Checklist

12 | Topic 1
Lesson 5

Teaching Resources
Compass Writing Log 5 pages 8, 11 and 12

Writing Strategy Focus
Developing a Topic
Using Text Citations

Writing Strategies
Developing a Topic
Using Text Citations

Read the model text on page 8 and complete the checklist.

Quoting Explicitly from a Text

Lead in to the Lesson (5 min.)
• Have students stand next to their desks. Tell them to put their left hands on their stomachs and their right hands on top of their heads. Have them rub their stomachs, making a circular motion. Then have them begin patting their heads.
• Once students are able to do both actions simultaneously, tell them to switch hands and rub their stomachs with their right hands and pat their heads with their left.
• Explain that this is a fun activity to do when they need a “brain break” or before they begin an assignment. It helps them clear their minds and focus better on the upcoming task.

1 Write the first draft of your text. (35 min.)
Writing Strategies
• Elicit the sections in it. (Introduction, anecdote, advice, conclusion and sources.)
• Elicit where the author uses statistics and a definition. (The introduction.)
• Write According to... and Researchers found... on the board. Explain that these are ways to start sentences when they are going to cite sources, but not use a direct quotation.
• Have students raise their hands if they are planning to include an anecdote in their articles. Tell students who are not that it is not required to have an anecdote, but everyone must write about ways to help in the body of their articles.
• Ask: What do you use in your conclusions? (Introductory phrases.)
• Tell students to review their notes and topic sentences on page 11 and use the information to write the first draft of their articles on page 12. Monitor and help as needed.

2 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (10 min.)
• Form pairs. Have students exchange books. Tell them to read the articles and complete the checklist.
• Tell students to return the books to their classmates.
• Have students read the checklist and circle the items their classmates marked No. Tell them to circle the sections of the articles, if any, that require corrections.

Take the Lesson Further (10 min.)
• Form small groups. Have students briefly describe their topics. Tell them to help each other think of pictures that would help illustrate their articles.

Lesson 5

Teaching Resources
Compass Writing Log 5 pages 8, 11 and 12

Writing Strategy Focus
Developing a Topic
Using Text Citations

Writing Strategies
Developing a Topic
Using Text Citations

Read the model text on page 8 and complete the checklist.

Quoting Explicitly from a Text

Lead in to the Lesson (5 min.)
• Have students stand next to their desks. Tell them to put their left hands on their stomachs and their right hands on top of their heads. Have them rub their stomachs, making a circular motion. Then have them begin patting their heads.
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1 Write the first draft of your text. (35 min.)
Writing Strategies
• Elicit the sections in it. (Introduction, anecdote, advice, conclusion and sources.)
• Elicit where the author uses statistics and a definition. (The introduction.)
• Write According to... and Researchers found... on the board. Explain that these are ways to start sentences when they are going to cite sources, but not use a direct quotation.
• Have students raise their hands if they are planning to include an anecdote in their articles. Tell students who are not that it is not required to have an anecdote, but everyone must write about ways to help in the body of their articles.
• Ask: What do you use in your conclusions? (Introductory phrases.)
• Tell students to review their notes and topic sentences on page 11 and use the information to write the first draft of their articles on page 12. Monitor and help as needed.

2 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (10 min.)
• Form pairs. Have students exchange books. Tell them to read the articles and complete the checklist.
• Tell students to return the books to their classmates.
• Have students read the checklist and circle the items their classmates marked No. Tell them to circle the sections of the articles, if any, that require corrections.

Take the Lesson Further (10 min.)
• Form small groups. Have students briefly describe their topics. Tell them to help each other think of pictures that would help illustrate their articles.
Lesson 6

Teaching Resources
- Compass Writing Log 5 pages 9, 12 and 13
- Colored pencils

Writing Strategies

Editing
- Editing is a critical thinking strategy that is essential to the draft-writing process.
  - When editing, students identify and correct capitalization and punctuation, spelling and content in their texts.

Using Text Citations
- Quoting Explicitly from a Text

Lead In to the Lesson (5 min.)
- Have students stand next to their desks.
- Tell them to draw the number 8 in the air with their left index fingers. Then have them draw the number 4 with their right index fingers. Tell them to draw the numbers 8 and 4 at the same time.
- Once students can do both simultaneously, tell them to draw the number 8 with their right index fingers and the number 4 with their left.

Writing Strategies (15 min.)
- Elicit the meaning of editing. (Checking their texts for mistakes in capitalization, punctuation, spelling, grammar and content.)
- Elicit the rules for punctuation from page 9.
- Ask: What should quotations have before and after them? (Quotation marks.) What should introductory phrases have? (A comma after them.)
- Hand out colored pencils.
- Have students check the first draft of their articles for mistakes. Tell them to circle any mistakes they find. Monitor and help as needed.

3 Rewrite your text. (20 min.)
- Have students rewrite their articles on page 13, incorporating all the changes marked on their first drafts. Monitor and help as needed.

4 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (10 min.)
- Form pairs. Have students exchange books. Tell them to read the articles and complete the checklist.
- Tell students to return the books to their classmates.
- Have students read the checklist and circle the items their classmates marked No. Tell them to circle the sections of the articles, if any, that require corrections.

Take the Lesson Further (5 min.)
- Form different pairs. Have students discuss the question: What did you like most about your classmate's article? Encourage students to say what they think the most successful elements of the articles are.
3 Rewrite your text.

My Classmate’s Checklist

4 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No.

1 The text is about a learning disability. Yes ☑ No ☐
2 There are statistics and a definition. Yes ☑ No ☐
3 There are ways to help classmates. Yes ☑ No ☐
4 There is a conclusion and sources. Yes ☑ No ☐
5 There are introductory phrases. Yes ☑ No ☐
6 Quotation marks and commas are used correctly. Yes ☑ No ☐
Lesson 7

Teaching Resources
Compass Writing Log 5 pages 8, 13-15
Colored pencils

Writing Strategies
Editing
Writing a Title
Creating a title is a critical thinking skill that requires students to identify the main ideas of their articles and to synthesize it into a few words that readers would find appealing.

Lead in to the Lesson (10 min.)
Writing Strategy
• Elicit the types of mistakes students found when editing their first drafts. (Mistakes in capitalization, punctuation, spelling and grammar.)
• Hand out colored pencils.
• Have students work individually to review the changes and suggestions on their second drafts. Tell them to mark anything they need to correct. Monitor and help as needed.

Writing Strategy (5 min.)
• Direct students’ attention to the title of the model text on page 8. Ask: What’s different about this title? (Two of the letters are backward.) Why did the writer choose a question for his title? What does it do? (It gets readers’ attention and involves them. It describes the topic.) Explain that making creative titles can be a good way to get readers’ attention.
• Have students write attention-getting titles for their articles. Monitor and help as needed.

Write a Final Version (20 min.)
• Have students write their final versions on page 15, incorporating the changes they marked on their second drafts.
• Remind them to include the sources they cited in their articles. Tell them to use the model text on page 8 as a reference for style.
• Form pairs. Have students work together to check for errors and make final corrections.

Illustrate the Text (15 min.)
• Have students read their articles and decide what they want to draw.
• Tell students they have twenty minutes to plan and draw their pictures on page 14. Monitor and help as needed.

Take the Lesson Further (5 min.)
Read the sentences. Mark (✓) Yes or No.
• Tell students to read the final version of their articles.
• Have them complete the checklist on page 15.

Title:

My Newspaper Article

My Checklist
Read the sentences. Mark (✓) Yes or No.
1. I can research and write about learning disabilities.
2. I can develop a topic.
3. I can include sources.
4. I can use commas to separate introductory phrases.
5. I can use quotation marks to quote exact words.
Lesson 8

Teaching Resources
Compass Writing Log 5 pages 8, 14 and 15

Reading Strategy
Pausing for Meaning
Proficient readers pause while reading to enhance comprehension. This strategy also applies to reading aloud. However, in this context, the reader pauses to improve the listeners’ understanding of a text or to maintain their interest in it.

Writing Strategy
Taking Notes
The ability to take notes while listening to an oral presentation requires students to listen carefully, identify the main ideas and key details and write them down quickly without missing any new information the speaker is giving.

Lead in to the Lesson (5 min.)
• Tell students they will present their articles to the class.
• Elicit what students should do when giving their presentations. (Answers will vary, but you should guide them to reading clearly.) Write their ideas on the board.

Reading Strategy (15 min.)
• Direct students’ attention to the model text on page 8. Tell students you are going to read it aloud. Have them pay attention to where you pause. (Note: Pause after citing statistics or a definition and briefly at the end of each sentence.)
• Read the model text aloud. Have students listen and follow along in their books.
• Elicit the places you paused in the text. Ask: Why do you think I paused in those places? (To help listeners understand better.)
• Form pairs. Have students take turns quietly practicing giving their presentations.

Presenting (30 min.)
Writing Strategy
• Elicit characteristics of good listeners. (They are quiet, and they listen carefully.)
• Tell students that during presentations the audience should listen carefully and take notes about the main ideas and key details from the presentations.
• Have students present their articles. Encourage them to show their drawings. At the end of each presentation, elicit the main ideas and key details students took notes on.

Manage Your Class
Some students may find it difficult to be seated for thirty minutes during the presentations. Suggest they stand quietly at the back of the classroom. This subtle change may help them stay focused longer.

Reflection (10 min.)
• Write 3-2-1 on the board.
• Tell students to write in their notebooks three things they learned, two things they found interesting and one thing they still want to know.
• Form small groups. Have students share their ideas.
# Writing Rubric

## Topic 1: How can I do better in school?

<table>
<thead>
<tr>
<th>Content / Information</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly describes a learning disability. Effectively uses a definition, statistics or other facts to support ideas. Includes well-stated ways to help classmates with learning disabilities.</td>
<td>Somewhat clearly describes a learning disability. Adequately uses a definition, statistics or other facts to support ideas. Includes adequately stated ways to help classmates with learning disabilities.</td>
<td>Does not describe a learning disability. Does not use a definition, statistics or other facts to support ideas. Does not include ways to help classmates with learning disabilities.</td>
<td></td>
</tr>
</tbody>
</table>

| Organization | Effectively and logically organizes content into at least three paragraphs: introduction, ways to help and conclusion. Uses a title that accurately describes the content and gets readers' attention. Topic sentences clearly present paragraph content. Accurately cites sources. | Adequately and somewhat logically organizes content into at least three paragraphs: introduction, ways to help and conclusion. Uses a title that adequately describes the content and gets readers' attention. Topic sentences somewhat clearly present paragraph content. Adequately cites sources. | Does not organize content into at least three paragraphs: introduction, ways to help and conclusion. Does not use a title that describes the content and gets readers' attention. Topic sentences do not present paragraph content. Does not cite sources. |
