



CELEBRATE LITERACY WEEK, FLORIDA!

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January 27-31, 2020

Celebrate Literacy Week

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Celebrating Literacy Week

By Jodi Pushkin, President Florida Press Educational Services

Florida Press Educational Services (FPES) is proud to commemorate Literacy Week 2020 and encourages teachers, parents and students to read the newspaper daily in school and at home to enrich their lives. FPES and its member Newspaper in Education programs join the Florida Department of Education in commemorating and celebrating Literacy Week the last week in January.

This annual event is a fantastic opportunity for publishers and marketing, news, circulation and advertising directors to learn the importance of Newspaper in Education (NIE) programs, too.

Reading every day is imperative for all people, especially children. Reading increases vocabulary, writing skills and knowledge of the world around us. What better way to increase knowledge about the world than by reading the local newspaper?

Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, "Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." The goal of NIE is to engage and develop that resource.

The No. 1 reason to use newspapers in education at school and at home is the newspaper provides readers with a living textbook. The newspaper is an opportunity and a resource for students to practice higher-order comprehension skills. It is the job of NIE programs across the Florida to not only provide that resource, but also to encourage active teacher and student engagement of resource.

Using newspapers as a teaching tool can improve reading skills and student performance on standardized tests. In addition, reading the newspaper at school and home helps young people learn about the world around them.

Teachers utilize newspaper activities to promote learning, support Florida Standard benchmarks and expectations, plus have fun interpreting photos, advertisements, cartoons and headlines. Newspapers add dynamic dimensions to all subjects, from Language Arts to business to science and everything in between.

NIE programs around Florida partner local businesses and government organizations to promote community engagement, awareness and encourage real-world education lessons that combine educational marketing goals of the businesses with the needs of the schools.

To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at fpesnie.org.

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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions:

<http://www.cpalms.org>.

The activities in this packet applies to the following Florida Standards for grades four through twelve.

Language Arts: LAFS.K12.RI.1.1; LAFS.K12.RI.1.2; LAFS.K12.RI.1.3; LAFS.K12.RI.2.4; LAFS.K12.RI.2.5; LAFS.K12.RI.2.6; LAFS.K12.RI.3.7; LAFS.K12.L.1.1; LAFS.K12.L.1.2; LAFS.K12.L.2.3; LAFS.K12.L.3.4; LAFS.K12.L.3.5; LAFS.K12.L.3.6; LAFS.K12.R.1.1; LAFS.K12.R.1.2; LAFS.K12.R.1.3; LAFS.K12.R.2.4; LAFS.K12.R.2.5; LAFS.K12.R.2.6; LAFS.K12.R.3.7; LAFS.K12.R.3.8; LAFS.K12.R.3.9; LAFS.K12.R.4.10; LAFS.K12.SL.1.1; LAFS.K12.SL.1.2; LAFS.K12.SL.1.3; LAFS.K12.SL.2.4; LAFS.K12.SL.2.5; LAFS.K12.SL.2.6; LAFS.K12.W.1.1; LAFS.K12.W.1.2; LAFS.K12.W.1.3; LAFS.K12.W.2.4; LAFS.K12.W.2.5; LAFS.K12.W.2.6; LAFS.K12.W.3.7; LAFS.K12.W.3.8; LAFS.K12.W.3.9; LAFS.K12.W.4.10

Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit fpesnie.org, or email ktower@fpres.com or jpushman@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

- Literacy Week is a wonderful time to start a reading journal. While you are reading books and newspaper articles this year, write down questions, thoughts and your opinions about what you have read. Through your reading you can explore new concepts and ideas. While you are keeping your journal, read your newspaper at least twice a week, along with your books. You can read news, sports, comic strips or even advertisements. What are your thoughts about the things you read in the newspaper? To begin your journal, write about something that you have read in the newspaper that directly affects your life. Share some of your journal entries and thoughts with your peers and family.

- Superheroes are characters featured in novels and graphic novels. A graphic novel is a story made up of comic content. Can you turn an everyday person or situation into a graphic novel? Look in your newspaper for a photo or advertisement that catches your attention. In your journal, write down the points that are shown in the photo or ad. Write down as many details as you can so you can change your facts into a graphic novel. Be sure to include creative images, dialogue and details in your result. Share your graphic novel with your family and friends.

- What kind of books do you like to read? Do you like fiction or nonfiction, or do you prefer informational texts such as newspaper and magazine articles? What can you learn from reading diverse types of books? What can be learned from reading the newspaper? Look through the articles, cartoons, advertisements and photos in the Times. Cut out headlines, words, photos and images that unlock some secrets. Create a collage with the words and images you have collected. On the back of the collage, explain, in a fully developed paragraph, what the items shown represent and what you have learned. Use specific examples to highlight your points. Share your collage with your family and classmates.

- Compassion is an important character trait that you find in many fictional characters. Compassion can be a complicated character trait for some people. There are examples of compassion all around us, though. Look through the pages of your newspaper to find an article, a photo and a cartoon that show a person or character being compassionate. In your journal, write down why this character or person is compassionate. As an additional activity, write about a character in one of the books you are reading that is compassionate. Write a blog or Facebook post about what you have learned and share the information with your friends, family and classmates.

- Choose one of your favorite book characters and place that character in your community. The character can be from any type of book, including science fiction, graphic novel or poem. Find an article in your newspaper and put your character into the situation described in the article. Write a brief paragraph about what the character does in the situation presented in the article. Illustrate your story and share it with your classmates and family.

- Twisting history and the future are common elements of science fiction writing, but altering the present can be fun, too. With a partner, read through the articles in this week's newspaper, choose 10 articles and alter them just a bit to turn them from news to science fiction. On a piece of paper, briefly summarize each article. Then write a paragraph showing an alternate view. In order to create an alternate view, you will need to change some factual element of the story. Share your best attempts with your classmates.

- As a journalist for your school newspaper, you are assigned the job of writing a newspaper article about one of the Sunshine State reading books. A good journalist must begin with six key questions: who, what, where, when, why and how. Before you plan your character interview, find an article in your newspaper and answer each of those six questions about that article. Now that you see the pattern for a newspaper article, write a newspaper article about your favorite book.

- Many books focus on people encountering conflicts in their lives and communities, especially the Sunshine State reading books. Discuss conflicts you face – in your community or at home – with your class. Write about a conflict in your journal that you have faced. On a separate page in your journal, write about a conflict the character in a book you are reading faces. Next, look for an article in your newspaper that focuses on an issue or concern that affects people in your community. Read the article carefully. Think about the author's purpose and the main idea of the writing. Explain what the main points of the article are in a summary. Be sure to include the following information: the main points, the author's purpose, the details that support the author's purpose and key words that indicate the author's purpose.

- Newspaper articles, cartoons, photos and advertisements are a consistent source of informational text. Reading the newspaper at home and at school is a great way to increase critical thinking skills and prepare for the Florida Standards. Are you familiar with the structure of a newspaper? The best way to acquaint yourself with a newspaper is by looking at the index, which is like a table of contents. According to the index, what pages are the following found on: classified ads, sports, editorials, local news, weather and the crossword puzzle? Where would you most likely find articles focused on health or politics? Would these articles be in more than one section of the newspaper? Why?

- The newspaper is broken up into sections. Write down each section of the newspaper on a piece of paper. Select a photo from each section of the newspaper that you think is interesting. Study the photo carefully and create sensory images that describe some of the ideas you are reminded of by looking at the photo. It may help you to imagine being on the scene when the photo was taken. Describe the images you see. If you were on the scene what would you hear? What would you smell? Describe as many points as you can. Compare what you wrote to what your classmates described. Did everyone see, hear and smell the same things?

- Stories about sports or entertainment events in newspapers usually recap the most important events that occurred during the game, or at the concert, play or festival. For the reader who wants a good review, the newspaper relates the main idea in a descriptive manner. A reader can usually find the main idea of the story in the lead sentence or paragraph. The remaining paragraphs usually provide other details or highlights of the event. Choose a story about an event recap from your newspaper and identify the main elements of the story. These elements should be answers to the 5 W's (who, what, when, where, why).

- A headline in the newspaper often gives a general idea of what the news story that accompanies it will be about. Headlines usually provide factual information. Select two headlines from your newspaper. On the top of one side of a piece of paper, write down the first headline. On the top of the other side of the paper, write down the second headline. Below each headline, write details that you find in the accompanying story that support the idea communicated by the headline.

- Look up the words “hero” and “celebrity” in a dictionary. Once you know the dictionary definition (denotation), discuss with your class what the connotations of these words are. Look through the newspaper to identify people who you would consider to be heroes and others who you would define as celebrities. List the names of these people and the newspaper section in which you found their names or pictures. Be sure to note why you categorized each person the way you did.

- Conflict is something that is inevitable in real life. It happens every day: at home, at school, in the neighborhood, in the world. Conflict is represented in all sections of the newspapers, as well. Look through the newspaper to find examples of conflict. Determine the types of conflicts and possible solutions for each incident that you find. For each conflict, determine what techniques could have been done to avoid the conflict.

- The comic strips in the newspaper often reflect real life. We can be pleased with this because there is much honesty that can be found among the characters in various comic strips. Read through the comic strips in the newspaper. As you read, look for examples of honesty or truthfulness in each character’s speech and actions. Write a brief paragraph about the comic strip and the qualities you have discovered in the character or characters. Share your thoughts with your classmates.

- Knowing the difference between fact and opinion is very important, especially when it comes to information about your community and world. Oftentimes, leaders try to influence young people by providing propaganda or false information to persuade the young people to join their side in an argument, cause or for an event. Look through the news sections of the newspaper. Select a few articles of interest and evaluate those articles for facts and opinions. Draw a line down the center of a piece of paper. Label one side Fact and the other Opinion. List statements in each category and discuss with your family and class why these statements fall into that category. Think about the content of the articles and the information on your chart. Thinking about the idea that facts can be persuasive, write an essay or blog post discussing the ideas you have read about and learned.

- Evaluating advertisements is an important skill. One of the biggest advertisers is the diet industry. The diet industry is big business in the United States. Why does the diet industry tend to make big promises about quick results? Television commercials, radio spots, newspaper ads ... the focus is always on losing weight quickly without any effort. The

Purdue Online Writing Lab defines fallacies as “common errors in reasoning that will undermine the logic of your argument. Fallacies can be either illegitimate arguments or irrelevant points, and are often identified because they lack evidence that supports their claim.”

Research the types of logical fallacies. Then find an ad or article in the newspaper that focuses on a diet or diet product. Apply your new knowledge to the information in the ad and analyze the points presented. Create a chart or infographic with the information you have read and learned about. Share your information with your class.

- Science plays an increasingly important role in our lives. Science stories today involve more than news of the latest invention or medical advance. Every science issue has implications on many levels: personal, social, economic, political, religious and ethical. There are multiple sides to every science story. Technological advances, for example, may increase communication but may also raise questions of privacy rights. Stem cell research may hold the answers to many devastating medical conditions, but it raises religious questions as well. Science stories are found on national news pages as well as in special science news pages. Many newspapers dedicate a weekly section to science.
 - Find an article about a recent science breakthrough or advance.
 - List the benefits of the advance.
 - List any negative consequences of that breakthrough.
 - Putting these ideas together, write a fully-developed paragraph discuss the fact that every new scientific advance has consequences people may not have considered. Share what you have learned with your class.

- Your local newspaper’s mission is to serve your community. When there is a situation that requires community action, the newspaper reports on the problem and all the different individuals and groups that have an interest in the problem. People who are affected by a situation are often called “stakeholders.”
 - Read news stories about a problem or concern in your community.
 - Identify the different stakeholders who are proposing different solutions to the problem.
 - Collect the information and write it down on a piece of paper.
 - Then develop a solution of your own. What solution would you propose that is different from any of those proposed by the stakeholders?
 - Interview family members and friends. Ask their opinions about the problem. Ask them for their solutions.

- Write a letter to the editor or a blog post discussing how the other solutions are different from yours.

- The editorial page of the newspaper provides readers with differing opinions about news events. Editorials present the views of the newspaper. Opinion columns present the views of individuals who comment regularly on news topics. Letters to the editor present the views of the newspaper's readers. Read your newspaper's editorial on a national topic that interests you. Identify the standard editorial elements in the editorial you read and note the following points. Then explain your reaction to the editorial.
 - Presenting opposing points of view
 - Refuting opposing points
 - Presenting details supporting the newspaper's position
 - Urging readers to make a decision

What do you consider to be the most persuasive points made in the editorial?
Did the editorial change your mind or strengthen your original position?
Why or why not?

- Your newspaper keeps you informed about events and changes in the world of business. Events that affect national companies can influence the country's economy. Decisions made by local businesses can affect the financial health of your community. Read a news story about a change in a business product or service. Think about the causes and effects of the change. Write down your responses to the following questions:
 - What is your reaction to the change?
 - What is the headline?
 - What product or service is being changed?
 - Why did the company make the decision to change the product/service?
 - What is the headline?
 - What product or service is being changed?
 - Why did the company make the decision to change the product/service?
 - Why wasn't this change made before?
 - Do you believe this is a change for the better or the worse? Why?

Visit the website of the company involved in the news story. Read what the company says about the change. Does the site discuss potential negative effects of the change or does it present only a positive picture? Where would you go to get a different point of view? Collect business opinion columns that address this news. How do the commentators evaluate the decision made by the company?

▪ **Newspaper Scavenger Hunt**

Go through the newspaper and find each of the following items.

1. Color photograph
2. Black and white photograph
3. Full page advertisement
4. Advertorial
5. Capital letter
6. Number with double digits
7. Symbol
8. Hyphenated word
9. Common noun
10. Verb
11. Adjective
12. Adverb
13. Cartoon
14. Map
15. Index
16. Page number
17. Date line
18. Classified advertisement
19. Continued article
20. Obituary
21. Name of a county
22. Sports team
23. Punctuation mark
24. Name of a business
25. Statistic

2019-20 Celebrate Literacy Week, Florida!
Tips for Parents:

1. Model good reading habits by reading to or alongside your child; parents set the stage for children to become better readers.
2. Encourage your child to read new and challenging books, articles and magazines.
3. Establish a daily reading routine.
4. Encourage reading, writing and discussions among family members.
5. Be positive when talking with your child about their reading ability and skills.
6. The love of reading begins at home. Create a “home library” for your family to access.
7. Limit TV viewing by controlling the amount of time spent watching television.
8. Play word games with your child.
9. Expose children to different kinds of books such as novels, biographies and informational content. Books about our universe or various species are interesting and engaging for young learners.
10. Visit your local public library and help your child get a library card of their very own.
11. Take books in the car to read, rather than watching a DVD.
12. Create a “reading nook” in your home where your child can read.
13. Comment on new words your child hears on the radio or TV.
14. Play rhyming games during a car trip or at home. Children will enjoy learning their own version of rhymes you learned as a child as well as how spelling affects rhyming.
15. Read the back of the cereal box at breakfast.
16. Select a “word of the day” to add to your child’s ever growing vocabulary.
17. Write out words with opposite meanings on separate pieces of paper and have your child match the pairs together (i.e. huge-tiny).
18. Make up a story by having each family member add a sentence to a story starter; expand on the individual character traits, the setting of the story and exciting events/adventures.
19. Set aside additional reading time or add extra bedtime story time as a reward for good behavior.
20. Encourage your child to write a book about their day.
21. Help your child read the labels on different bottles and containers, including the shampoo and conditioner bottles at bath time.
22. Play the “I Spy” game, looking for uppercase and lowercase letters.
23. While playing outside, encourage your child to create their name out of sticks, stones and other materials.
24. Help your child label artwork with his or her name and age.
25. Before a family dinner, encourage your child to create place settings with first and last names.
26. Turn on the subtitles when watching a movie. Even if your children are not reading age yet, they will learn that what the characters are saying is associated with the text. As they get older, they will be able to match the words with the text.
27. Bake something – when following a recipe, children are not only practicing their reading skills, they are learning how to follow directions and work toward a goal.
28. Play a find-the-street-sign game while in the car. Encouraging your child to find words that start with various letters of the alphabet.
29. Read the description on the movie before starting it – getting a sneak peek into the storyline of the movie, make predictions and asking questions based on the description.
30. Make dessert time reading time. Read to your children while they enjoy their evening snack. Modeling your love for reading is one very important trait you can share with your children.