

Introduction

Cynthia McFadden teaches at West Lee Middle School in Sanford, NC. In 2009, she received the first Dave Jones award for her work using newspapers with her students and her collaboration with other teachers. Each day her students spend 12 to 15 minutes reading from the newspaper and answering comprehension questions. Ms. McFadden chooses a story, feature, editorial, column, or a collection of comics, writes the questions and shares the stories and questions with other teachers. She explains what she does and why in an interview, available in three parts on Youtube:

www.youtube.com/watch?v=IDIB6Ek6UUc

www.youtube.com/watch?v=sBGblO7Y1iA

www.youtube.com/watch?v=jActQO10y2Y

Interview questions:

1. What's your background?
2. Describe your students and school.
3. Why do you use newspapers?
4. Step by step, how do you organize and carry out lessons that incorporate newspapers? (review sample tests)
5. Do you take up the tests? Do you record grades?
6. How do you help students connect content in the newspaper with their lives?
7. What other strategies do you use to build background knowledge and extend learning about topics in the news? (review adapted approaches to Cornell notes)
8. How do you make connections to the NC Standard Course of Study and requirements of the state tests?
9. How do you assist and/or work with other teachers?
10. What motivates you in your work with news and newspapers? What are your overarching goals?

Conclusion

In any community, a teacher or team of teachers who are willing to apply comprehension strategies to selections from the local or regional newspaper can offer their students similar practice reading relevant informational text from newspapers, help students make connections with their personal and public lives, and integrate a variety of subjects. Samples of work will accompany the written report about Cynthia's classroom practices.

Prepared by Sandra Cook, NC Press Foundation, Newspapers in Education

1. Which word serves as the verb in the subheading?

- A recent
- B players
- C signal
- D closer

2. What category best fits the selection?

- A non-fiction
- B drama
- C opinion
- D lore

3. What does the editor think?

- A Football playing schools should have licensed trainers.
- B Football players should not be allowed to play after a concussion.
- C Trainers should not have to teach full time in order to serve as trainers.
- D Those trained in emergency management should be able to serve as trainers.

4. Which word is *most like* priority?

- A main concern
- B conditioning plan
- C possible cause
- D evaluated condition

5. Which *best* completes the graphic organizer?

?
Four year college degree
Protocols certified by a physician
Continuing education

- A requirements for coaches
- B requirements for EMTs
- C requirements for certified trainers
- D requirements for athletic directors

1=C; 2=C; 3=A; 4=A; 5=C

Editorial

OUR VIEWS

Playing safe

Recent deaths of North Carolina high school football players signal the need for closer medical supervision.

Yes, it's a tough sport. And yes, some risk is always involved. High school football players know it, and so do their parents. Safety is on everyone's mind, and toward that end, equipment at all levels of the sport is better and there is more awareness of conditioning and the possibility of injury than in times past.

Still, the recent deaths of three high school players in North Carolina, including a player from Greenville's J.H. Rose High School who died the day after a game on Sept. 19, underline a need for stricter standards of oversight. The News & Observer's Tim Stevens and Roger van der Horst reported on the issue Sunday.



Jaquan Waller died Sept. 20

Jaquan Waller, 16, suffered a mild concussion at a practice on Sept. 17. Then, after being tackled in that Sept. 19 game, he suffered severe swelling of the brain. He died the next day. The medical examiner in the case determined that Waller had died as a result of "second impact syndrome," a rare condition prompted by two minor head injuries that happen within a short time span. An expert from UNC-Chapel Hill's Department of Exercise and Sport Science told The N&O that a player should never go into a football game three days after a concussion.

The death of Waller is being investigated by Pitt County schools, and officials are thus not discussing it in detail. But it is known that a teaching assistant who

is not a licensed athletic trainer was the one who evaluated Waller's condition after his injury at the practice.

About half the state's 460 high schools have access to a licensed trainer, but they are not required to have one. Others use people certified in first aid and CPR who have taken injury prevention and management courses. Certified trainers, however, must have four-year degrees in sports medicine or athletic training, certification from a national organization, protocols approved by a physician and continuing education.

Certainly one lesson to be learned from the deaths of Waller and the other players is that all schools must have licensed trainers. In these cases, it appears that coaches showed caution, and those charged with supervising the players did what they believed were the right things in the context of their training. And all three deaths vary in possible causes. But common sense dictates that having a licensed trainer on the premises is a safety step that must be taken.

There are some difficulties in finding trainers, and of course the expense is a factor — Pitt County officials said, for example, that they could hire trainers full-time only if they also teach.

But protecting the health and safety of athletes in a strenuous contact sport must become a priority. Dr. Kevin Guskiewicz, the UNC-CH expert, says that every school should have a trainer and that athletes should undergo what he called "baseline" testing before the start of a season.

That ought to be the one and only acceptable standard for North Carolina's high schools. And if need be, state legislators should write it into law and provide the money for the necessary hirings.

Teachers, parents and school suspensions

As a high school teacher and ESL program administrator, I am dead set against students' suspensions unless the addressed behavior is violence: after all, I have to help provide a safe environment for all my wards.

As a teacher, I see all forms of punishment as a personal failure showing I have not been able to reach out to a child either in pain or poorly prepared for life in a socialized setting. My job is to be the adult and the model.

Your Dec. 13 article "State ranks No. 4 in school suspensions" fails to mention the main reason school educators and administrators are frustrated by the absence of a good system in place. The white elephant in the classroom nobody dares talk about is parental collapse. I am supposed to fix in an hour and a half 16 years of poor parenting, if any.

If we could muster some parental spine in the equation, little Billy would not talk ugly in class, he would do his homework, pay attention and learn to read and write. Instead, he has had free rein for all those years, has been yelled at all his life instead of being talked to, has not learned personal responsibility and barely can function in a social setting. How do I fix all that in a few hours?

Not that I don't try, mind you, and even succeed at times, but it requires many hours of one-on-one attention in a setting where most teachers have over 100 pupils to care for. Whom else do we neglect to help unmotivated children pass a class they have no interest in, to get a diploma they do not care for in a school they have no allegiance to? Where is the parental/community support?

Until we go back to the roots of the problem - train people to be responsible parents, teaching them and their kids personal responsibility - we will keep filling up prisons and blame teachers, but this won't help our kids one bit.

Roland Menestres, World Languages Department Chair,
Wakefield High School, Raleigh,
The length limit on letters was waived to permit a fuller response.

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Teachers...p.16A: N&O: 12/16/09

This letter to the editor was written in response to 12/13/09 N&O front page article critical of school suspensions in NC; NC ranked 4th in the nation in the number of suspensions.

1 Whose point of view is expressed in the letter?

- A a parent's
- B a teacher's
- C a student's
- D a principal's

2 According to the speaker, who is *most* responsible for the number of suspensions?

- A parents
- B teachers
- C readers
- D taxpayers

3 According to the speaker, what is the *most* important issue related to suspensions?

- A Misbehaving students will most likely be unprepared for a successful future.
- B Misbehaving students will cost the taxpayers too much money for review materials.
- C Suspended students often in trouble with law enforcement.
- D Suspended students have more fun than students who remain in school.

4 Which behavior justifies suspension, according to the speaker?

- A skipping class
- B disrespect
- C foul language
- D violence

Clocknapper caught in 'Net



N.C. STATE UNIVERSITY
BY JOSH SHAFFER - Staff Writer

RALEIGH — Caught on security camera: a tall, dark-haired N.C. State University student carrying a giant, neon wall clock out the front door of the main campus library. He strolls past the front desk without even a raised eyebrow, toting loot bigger than a manhole cover.

But all it took to catch him was a pair of posts on Facebook and Twitter. Once footage of the crime made the Internet rounds, getting laughs on hundreds of personal computer screens, the outlaw was identified and the beloved clock returned.

Revenge is tweet.

"This was a very good experiment in social media," said David Hiscoe, director of outreach for N.C. State libraries. "It's a very huge clock, and it was kind of sickening for it to disappear."

The clock was one of a pair given by private donors in the newly renovated Learning Commons in the D.H. Hill Library. Hiscoe guesses it cost about \$700. Some students witnessed it getting pulled off the wall about 10 p.m. Nov. 15, but they apparently thought it was being taken down for repair or some other NCSU-sanctioned reason.

After the clock was gone more than three weeks, desperate library staff members sent out the video on Tuesday afternoon. Within a few hours, more than 200 people saw it on Twitter. The video was passed along to The Wolf Web, a student-run site. By 4 p.m., the clock was dropped off anonymously against the side of the library. About the same time, another N.C. State student recognized the perpetrator, campus police Chief Tom Younce said. He would not identify the suspect, who will not be charged criminally. The student faces possible punishment from the Student Conduct Board.

"It was basically an alcohol event," Younce said.

"Clocknapper": N&O: p. 1A : 12/3/09

1. Which *best* summarizes the main idea of the selection?
 - A A video solved a crime.
 - B A student played a joke.
 - C A clock was stolen.
 - D A gift was ruined.
2. Which characteristic of technology contributed *most* to the recovery of the clock?
 - A color
 - B photography
 - C sound
 - D definition
3. What is the effect of the pun "Revenge is tweet"?
 - A Revenge is associated with alcohol.
 - B It references a social network, Twitter.
 - C A little birdie told the police about the crime.
 - D The clock had a camera hidden in the coo-coo.
4. Which is the *best* interpretation of "It was basically an alcohol event."?
 - A The thief looked like a workman.
 - B The thief did not have a watch.
 - C The thief was not sober.
 - D The thief was at a party.
5. Which word is *most like* perpetrator?
 - A criminal
 - B law enforcement officer
 - C researcher
 - D librarian

1=C; 2=C; 3=B; 4=C; 5= A; 6=A; 7=D

NOTETAKING sheet

*(Students draw the outline
on notebook paper.)*

Last name

First name

Date

Class

Essential questions or
Topics

Answers/ Details

*(Students pull answers to questions or details
from newspapers and other sources.)*

Write in complete sentences. Summary/Conclusions:

What did you do in class? Why did you do it? What do you know now that you did not know before the class?

CORNELL TWO COLUMN NOTE TAKING

Students will use self-generated questions, note taking, summarizing, precise writing, and outlining to enhance learning when reading or writing.

DIRECTIONS

In order to effectively take Cornell, or two column notes, you will have to divide your note taking sheet into two sections. The first section will be one third of the page and be labeled Headings or Questions. The second two thirds of the page will be labeled Details or Related Information.

As you read your designated or self-selected newspaper article(s) you will note major topic headings in the first column, leaving several inches of space between each topic. After your headings are all in place, reread the article and place bulleted detail information in the right hand column across from the appropriate heading.

Once you have at least three major headings in the left hand column and at least two details associated with each heading in the right hand column, you are ready to retell the information and make a paragraph out of each topic.

RUBRICS

	Myself	Teacher	Peer
1. I have chosen an appropriate newspaper article(s) for note taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have chosen at least three topics or categories and placed this information in the left hand column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have selected at least two details to include under each topic and placed this information in the right hand column.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have orally retold the information under each topic and turned this information into a paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have proofread my paragraphs for spelling, grammar and usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Optional</i> – I have added an introduction and concluding paragraph to my other paragraphs for a five (or more) paragraph essay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CORNELL TWO COLUMN NOTE TAKING

Open boxes and circles are for reordering information for retelling and writing circles. Boxes may be added or deleted as necessary.

Headings and/or Questions	Related Information/Details
<input type="checkbox"/>	<input type="radio"/>
	<input type="radio"/>
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