Science of Reading, Common Core and Kid Scoop News®— A Shared Vision

The Science of Reading refers to over five decades of research review from the fields of education, psychology and neuroscience that explain: 1) How humans learn to read; and 2) Best practices for reading instruction. This body of research is critical for educators to understand as it affects how reading is taught, what strategies and methods to use in the classroom to have a positive impact on reading achievement, and—equally important—what methods to avoid using that could have a negative impact on reading success.

The Science of Reading—Five Pillars

A report released by The National Reading Panel in 2000 built upon the Science of Reading and identified five key concepts at the core of **every effective reading instruction program:**

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

These key concepts are now known as the "five pillars" of early literacy and reading instruction.

How are the five pillars of early literacy and reading instruction connected to the common core standards?

The Science of Reading and Common Core State Standards

For over a decade, elementary educators have used the Common Core State Standards (CCSS) to guide literacy instruction in classrooms across the country. The standards break reading into three areas in the earliest grades: 1) Foundational Skills; 2) Reading: Literature; and, 3) Reading: Informational Text.

In the common core, **foundational skills** are specific skills needed to decode text and include print concepts, *phonological (or phonemic) awareness and phonics*—skills directly connected to the first two pillars of the Science of Reading.

The common core standards for **reading literature and informational text** provide authentic experiences to build fluency and vocabulary. When combined with strong *decoding* (or foundational) skills, *fluency* and *vocabulary* enable the *comprehension* of text and link to the three remaining pillars of the Science of Reading.

How does Kid Scoop News®, in turn, support the Science of Reading and the common core standards?

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The Science of Reading, Common Core State Standards and Kid Scoop News®

Kid Scoop News® supports foundational skills central to the Science of Reading research and the common core standards by integrating the five pillars of reading into thematic units of informational text in a highly engaging and interactive way. High interest readings are presented with colorful illustrations, charts, diagrams, and activities that motivate and excite young readers. Thematic topics cover a wide range of interests and multiple content areas. Students "learn to read" as they "read to learn" while practicing skills and strategies using an authentic resource in newspaper format.

Kid Scoop News® and the Five Pillars

Pillar #1: Phonemic Awareness is the ability to hear, identify, and use individual sounds—phonemes—in spoken words. Phonological awareness improves student's word recognition.

Kid Scoop News® develops phonemic awareness by using letters of the alphabet in activities such as:

- counting, pronouncing, and segmenting syllables
- recognizing and producing rhyming words
- recognizing alliteration or groups of words that begin with the same sound

Kid Scoop News® can be used to present individual letters and their sounds or as a resource to create word games inspired by the weekly theme. Students can explore the words on the page to identify chunks of sounds—or sort words into categories based on sound. With *Kid Scoop News®* there is no need to prepare copies—each copy is a consumable resource that can be cut up or written on—providing the perfect source for interactive instruction.

Pillar #2: Phonics means knowing and applying grade-level phonics and word analysis skills in decoding words. This skill helps beginning readers learn the relationship between the letters of written language and the sounds of spoken language. A strong foundation in phonics leads to an understanding of the alphabetic principle—the predictable relationship between written letters and spoken sounds.

Kid Scoop News® provides opportunities for children to apply their learning about letters and sounds to the reading of words, sentences, and short passages. *Kid Scoop News®* stories can be used to practice decoding or any number of phonics lessons on sound matching, identifying digraphs or the meaning of affixes.

Pillar #3: Fluency is the ability to read text with purpose and understanding.

Kid Scoop News® helps children practice reading a variety of literary and informational text out loud, to a partner, or in small groups while working on speed and prosody—the rhythm, stress, and intonation of speech. In addition, students can locate unfamiliar words, analyze words for recognizable morphemes both in roots and suffixes, read contractions, abbreviations, and check the meaning of words within context.

Pillar #4: Vocabulary has been described as "all the words known and used" by a person.

Having a rich and varied vocabulary has been empirically linked to academic achievement. Research supports that to retain words and comprehend meaning in text, students need repeated exposure to words in a variety of increasingly complex contexts.

Kid Scoop News® supports a range of vocabulary activities. Cartoon characters guide students using everyday speech, idioms, and direct quotations. Activities are introduced with directions that repeatedly include academic words. Most exciting is the constant exposure to building vocabulary through domain-specific words that are part of every lesson.

Pillar #5: Comprehension is the reason for reading. Good readers have a purpose for reading and think actively as they read with fluency.

Kid Scoop News® supports comprehension in multiple ways including:

- reading to gather information about the theme
- completing a task using multiple steps
- directing students to activities that extend learning
- asking students to make sense of what they read by locating evidence to support responses
- providing students with a weekly writing prompt related to the theme
- understanding written directions for activities across content areas including math, science, social studies, history, health, and art
- using questions and puzzles to generate curiosity to read and learn more about a topic
- frequent use of "cloze" activities

Kid Scoop News® can be used to teach previewing, reviewing, critical thinking, summarizing, identifying main idea and supporting details, problems and solutions, or simply to gain new information about an interesting topic. It supports the common core, builds on the Science of Reading and keeps kids engaged, focused and wanting to read more!

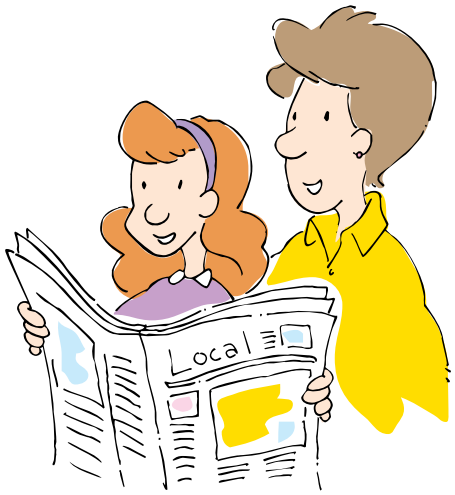
Kid Scoop News® Supports the 4C's of 21st Century Classrooms

Critical thinking, communication, creativity and *collaboration*—referred to as the "4C's"—have been identified as essential core skills for success in 21st century work environments.

Kid Scoop News® provides an excellent venue to develop and practice the 4C's. Students may collaborate in teams to complete core tasks or projects. Writing prompts hone communication skills. Activities allow opportunities for creative application of learning, and puzzles and games exercise critical thinking.

Kid Scoop News®, Newspapers, Standards and Improved Test Scores

Research by the University of Minnesota finds that schools using the newspaper weekly or more often demonstrate an average gain of 10% on standardized tests. *Schools with high minority and at-risk populations score as much as 30% higher.* In short, when newspapers are used effectively in the classroom to support standards-based learning, test scores improve.



Standards

In addition to positively impacting student achievement, *Kid Scoop News®* supports standards-based instruction. Each activity is linked to a particular content area and **Common Core Standard**. Since all CCSS are based on Anchor Standards, students are constantly previewing or reviewing skills no matter the grade level.

What if Kid Scoop News® features a topic I am not currently teaching?

While the topic and activity on the pages may be different from what a teacher is teaching *right now*, students are provided an opportunity to work with new vocabulary and practice previously mastered skills in context.

There are two important reasons to use *Kid Scoop News®* no matter what you are teaching. Research supports the importance of 1) previewing information to build background knowledge; and 2) revisiting learning through multiple exposures.

With *Kid Scoop News®* there is access to previewing and reviewing content to promote greater retention. In addition, the "big ideas" of CCSS include supporting inferences or claims with "close reading" and evidence in whatever text students are reading.

Kid Scoop News Supports Project-Based Learning

Challenge students to create a *Kid Scoop News®* page of their own, design a newspaper for your community, for Colonial Virginia, or for a space station—the possibilities are limitless! Students will love assuming different roles while creating an authentic product that demonstrates their learning.

Finding the Time to Use Newspapers

The emphasis on increased exposure to expository text in the CCSS means students are expected to read from a variety of genres and resources including newspapers. Standard 10 *explicitly* addresses the **range of reading** and **level of text complexity**. No matter the grade band, all students in grades 2 and above are expected to read and comprehend informational text *proficiently*. Newspapers directly support CCSS for Reading: Informational Text by identifying **key ideas and details** in topics, understanding **craft and structure** of newspapers, and experiencing the **integration of knowledge and ideas** through illustrations, graphs and activities.

In addition, the use of newspapers can be a more efficient use of time in that the newspaper integrates reading into all activities, is highly motivating for students and provides context to help students better understand informational text—and teachers do not have to prepare materials. It's an instant and consumable resource!

Suggestions for Classroom Management:

- On the first day of delivery, take a few minutes with your students to "get to know" the newspaper. Introduce the sections, page arrangement, features, etc. Introduce newspaper vocabulary (see appendix).
- Staple the top left corner of the *Kid Scoop News®* section to avoid loose pages falling. For younger students, place three or four staples down the left side of a section so it resembles a book that can be more easily handled.
- Have students write their names in the corner of the *Kid Scoop News®* cover page if they will be using the newspaper for homework or more than one time during the week. This encourages ownership and better care.
- Allow a few minutes for browsing *Kid Scoop News®* before beginning.
- Keep lesson plans simple. Consider the skills your students are currently learning (using maps, argumentative writing, parts of speech, etc.) and then find ways to use *Kid Scoop News®* to teach these skills.
- Allow a few minutes at the end of class for students to get their copies in order. This is important if several classes are sharing the newspaper.
- Keep a recycle bin for old newspapers or sections your students have finished using. Clean-up is always easier with this in mind.
- Store unused sections of the newspaper in a grocery bag with a lesson plan stapled to the outside for substitute teachers to use with your students while you are away.
- Allow your students to take *Kid Scoop News®* home for extra reading or homework.

Generic Lesson Plans

Before Kid Scoop News

In order to provide "universal access" and differentiated instruction for all students (including English learners and students with disabilities) to the content presented in *Kid Scoop News*, it is recommended that teachers:

- Preview text to identify background information that may be necessary to access the content.
- Identify how this month's themes and activities can support current CCSS Foundational Skills, Vocabulary, or Comprehension.
- Review potentially challenging vocabulary words to familiarize students with new language or idiomatic phrases; identify Tier 1, Tier 2 and Tier 3 vocabulary.

Activities:

1. Create a 3-column "T-chart" to identify vocabulary. Label columns: Tier 1, Tier 2 and Tier 3. As students read, fill in the chart. Identify the meaning through context clues or use a dictionary. Hint: vocabulary words used in each month's *Kid Scoop News*® are identified in the Double Double Word Search puzzle. Use this for an easy reference.
2. Write the five W's of journalism—who, what, when, where and why—on the board. As you read the feature article, place the information in the correct category.
3. Create a list of questions in advance to use as comprehension checks after reading the feature story. Ask students to locate specific evidence in the passage to support their responses.

During Kid Scoop News

To improve comprehension teachers can opt to use research-based strategies of 1) *reciprocal teaching*, or 2) *close reading*.

In *reciprocal teaching*, instructors model and explicitly teach four strategies until students are able to use them independently when reading in any content area. These strategies, applied repeatedly after a single paragraph or part of a selection, include:

1. Summarizing: Identifying the main ideas and important details of the paragraph or passage just read.
2. Predicting: Based on what students have read so far, what predictions can they make about what might be covered in remaining sentences?
3. Clarifying: Identifying vocabulary, terms, phrases or concepts that are confusing or unclear to readers.
4. Questioning: Asking direct questions and asking for evidence to support answers.

In *close reading,* students read the same passage more than one time—and interact with the text. The first reading is for general knowledge of the topic. The second reading is to identify areas of confusion or unfamiliar words. Before the third reading the teacher provides guiding questions that allow students to look for evidence in the passage.

Both *reciprocal teaching* and *close reading* improve reading comprehension by guiding students to interact with the content.

Activities During Kid Scoop News

- *Kid Scoop News®* Theme Story: Use reciprocal teaching strategies to review the feature story paragraph by paragraph. Provide students with a small sheet of paper to cover all but the paragraph you are reading. After reading a paragraph, have students summarize the main idea and identify details. If applicable, ask students to predict what might happen in the next paragraph. Clarify vocabulary or tricky phrases. Ask students if they need further explanation of any parts just read. Finally, ask questions after each paragraph to check for understanding and help students comprehend text.
- Summarizing: After reading the *Kid Scoop News®* Feature Story, write a three sentence summary that "gets the gist" of the theme: one sentence from the beginning identifying the most important "who" or "what" and two sentences telling about the most important who or what.
- Word Work: Distribute highlighters for word work. Depending on your grade level standards, students use the highlighter to identify:
  - Compound words
  - Base words
  - Prefixes or suffixes
  - Parts of speech including singular or plural nouns, proper nouns, verbs, adverbs, prepositional phrases
  - Two-syllable or multi-syllable words
  - Words that have antonyms or synonyms
  - Multiple meaning words
  - Words "chunks" such as *-ight, -ild, -old, -ing,* etc.
  - Short or long vowels
  - Greek or Latin roots
  - Idiomatic phrases
  - Figurative language: onomatopoeia, alliteration, metaphors, similes, etc.

- Review any activities that are part of the feature story. Have students carefully read directions before proceeding. Set a timer for activities to keep students focused on the task.
- Fluency check: After reading the theme story, tell students to reread the passage out loud (in a low voice) as fast as they can in one minute using a timer. After one minute, students should circle the last word read. Students read the passage again each day that week using the one minute timer for pacing and to increase fluency. For homework, students have their parents time them to see if they can pass their one minute mark.
- *Double Double Word Search* Activities (Hint: Use a timer and assign 5-10 minutes depending on grade level to complete word search.) In addition to solving a Word Search, consider extending vocabulary work by having students:
  - Put words in alphabetical order.
  - Divide words into syllables.
  - Sort words by number of syllables or long or short vowel sounds.
  - Quiz each other to spell words correctly.

After Kid Scoop News

Family Involvement

Kid Scoop News® and Newspaper in Education activities are an excellent resource linking school to home. Many families, especially those in which English is not the primary language, lack resources to support language acquisition. Therefore, homework assignments should be designed so all families can participate.

Homework Activities Using Kid Scoop News®

1. Have parents help children with Word Work activities:
   - Contractions—Next to each contraction, write the letters that have been left out when the contraction is formed.
   - Compound words—Draw a line between the words that make up the compound word.
   - Grammar—Find common nouns, proper nouns and verbs. Sort them on a piece of paper divided into three sections.
   - Syllables—Find examples of 2- and 3- syllable words; draw lines to separate the syllables in each word.
   - Affixes—Identify words with prefixes and suffixes. Sort into two columns using a "T" chart.
2. As students read something from a *Kid Scoop News®*, have them list new, unusual or interesting words they found. Select some of the words to write about something that happened to them and read it out loud to their family.
3. "Close read" the feature story. Then read it to someone in the family to practice fluency. Use a timer to see how far the student can read in one minute. Read the same passage for three nights to see if the student can beat his or her best time.
4. Locate and circle words that begin with as many different letters from A to Z as you can find on a *Kid Scoop News®* page. Cut out the words and put them in alphabetical order.
5. Complete the activities on the *Kid Scoop News®* page with family for homework.

Appendix

Newspaper Glossary

Assignment – A story a reporter is assigned to cover.
By-line – The name of the reporter or writer who wrote the story.
Circulation – The total number of copies of the newspaper delivered to subscribers each day.
Copy – Stories, pictures and other materials ready to be published in a single day.
Copy Editor – The person who edits or corrects stories written by reporters; may also write the headlines.
Cut – A newspaper photograph or illustration.
Cutline – A few lines of written information explaining the photograph or illustration.
Dateline – A dateline is not a date. At the beginning of a story, a line identifying where the event took place.
Deadline – Time by which all stories and copy must be submitted for publishing.
Dummy – A layout of a page, showing where headlines, pictures, stories, ads and diagrams will be placed.
Ear – Information placed on either side of the front page, usually in a box.
Edition – A particular issue run for a day.
Editorial – Opinions written by the owner, publisher or editor of the newspaper on some current event.
Five W's – Who, what, when, where and why (sometimes "H" for how is added); In a newspaper story, these questions are usually answered in the first two paragraphs.
Flag – The title of the newspaper appearing on the first page; e.g., the *San Francisco Chronicle* or *The New York Times*.
Headline or Banner – A large heading running across the width of the front page that provides a summary of the main point in the article.
Index – The alphabetical list and numbered location of each section of the newspaper.
Inverted Pyramid – A method of writing by reporters who address pieces of the story in a particular order of importance.
Jump Line – At the end of a column, the jump line tells the page number on which the story is continued.
Lead – The first few sentences of a news story which usually contain the main facts of the five W's.
Lead Story – The story that explains the headline, the most important story of the day on the front page.
Op-Ed Page – Means "opposite the editorial page;" where reader opinions, letters to the editor, articles by columnists and other features are published.
Publisher – The chief officer or executive of the newspaper.
Syndicated Features – Stories or materials (such as puzzles, advice columnists, comics, TV show listings) provided to newspapers by nationally syndicated news organizations.
Typo – a mistake – or typographical error – in a story usually in spelling or grammar.
Wire Service – News service that supplies national and international news such as United Press International (UPI), Associated Press (A.P.), *The New York Times*, etc.