

“1 Cool Character” Newspapers in Education Project

**Arkansas Press Association
With
Arkansas’ First Lady, Janet Huckabee
Arkansas Education Frameworks Alignment**

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The activities presented within the “1 Cool Character” Newspapers in Education Project meet or exceed the following Education Frameworks as set forth by the Arkansas Department of Education. This list is meant as a guide and suggestions for expanding the activities in an educational setting. For a complete set of Arkansas Education Frameworks, visit the official website at <http://arkedu.state.ar.us/>.

Language Arts:

Grades K-4

Strand 1: Writing

Content Standard 1:

Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

W.1.2 Understand the relationship between letters and sounds and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.

W.1.5. Write from experiences and thoughts.

W.1.7. Recognize and express cultural diversity in writing.

W. 1.11. Write in a variety of modes such as journals, stories, poems, letters, interviews and notes.

W.1.13. Write for a variety of purposes such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading, and to solve problems.

Language Arts:

Grades K-4

Strand 2: Reading

Content Standard 1:

Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

- R.1.3. Recognize and associate letters and sounds.
- R.1.4. Use phonetic skills to decode words.
- R.1.5. Use major cueing systems such as phonetic, syntactic, and semantic to decode and construct meaning.
- R.1.6. Expand vocabulary through reading.
- R.1.7. Understand the goal of reading is to construct meaning.
- R.1.8. Understand that reading is communication between the author and the reader.
- R.1.9. Establish purposes for reading such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.
- R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.
- R.1.11. Use prior knowledge to extend reading ability and comprehension.
- R.1.12. Use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying the main ideas, and understanding cause and effect to comprehend a variety of literary genres from diverse cultures and time periods.
- R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instruction.)
- R.1.14. Use print for daily activities (e.g. following directions, using references).
- R. 1 17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).
- R.1.22. Use technological aids (e.g. data base, spreadsheet, desktop publishing) to support growth in reading.

Strand 2: Reading

Grades K-4

Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

- R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.
- R.2.2. Read for personal reasons such as for enjoyment, for information, and for inquiry.
- R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.

- R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).
- R.2.6. Use reading to enhance writing.
- R.2.8. Initiate and participate in conversations about reading.

Strand 3: Listening, Speaking and Viewing

Grades K-4

Content Standard: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

- LSV 1.5. Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.
- LSV.1.8 Share ideas in discussion, conversation and presentation.
- LSV.1.9. Respond appropriately to thoughts and ideas of others.
- LSV.1.12. Give reasons in support of opinions expressed.
- LSV.1.14. Participate in collaborative speaking activities such as choral reading, plays and reciting poems.
- LSV.1.24. Discuss current events.
- LSV.1.34. Demonstrate an awareness of the presence of media in daily life.
- LSV.1.35. Evaluate the role media plays in focusing attention and forming opinions.
- LSV.1.36. Judge the extent to which media provide a source of entertainment as well as a source of information.
- LSV.1.37. Interpret the role of advertising as a part of media.

Social Studies

Strand 2: People, Places, and Environments

Grades K-4

Content Standard 1: Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.

- PPE.1.1. Investigate how members of a family, school, community, state, nation, and culture depend on each other.
- PPE.1.2. Compare and contrast similarities and differences in cultures through a variety of experiences, such as reading, writing, drawing, role-playing, dance, music, and simulation.
- PPE.1.3. Analyze the contributions of various groups to community, state, and nation.

- PPE.1.5. Analyze the effects of interactions between people and their environment.
- PPE.1.6. Distinguish similarities and differences among families and communities around the world.
- PPE.1.7. Use a variety of processes, such as thinking, listening, reading, writing, and speaking, to analyze interdependence.

Strand 4: Power, Authority and Governance)

Grades K-4

Content Standard 1: Students will demonstrate an understanding of the ideas, rights, and responsibilities of participating in a democratic society.

- PAG.1.1. Explain the need for rules or laws in home, school, community, state, and nation.
- PAG.1.2. Exhibit an understanding of the rights and responsibilities of citizenship in the community, state, and nation.
- PAG.1.3. Illustrate ways that current events may influence people's lives.
- PAG.1.5. Discuss the five basic freedoms (speech, religion, press, assembly, and petition) guaranteed to all United States citizens.
- PAG.1.6. Use a variety of processes, such as thinking, reading, writing, speaking, listening, and role-playing, to promote responsible citizenship.

Content Standard 2: Students will demonstrate an understanding of the commonalities and differences of various systems of government.

- PAG.2.1. Explain why government is necessary in classroom, school, community, state, and nation.
- PAG.2.2. Distinguish among school, community, state, and national governments, and identify leaders at these levels, such as superintendent, mayor, governor, and president.
- PAG.2.3. Identify services provided by community, state and national governments.

Strand 5: Social Science Processes and Skills

Grades K-4

Content Standard 1: Students will demonstrate critical thinking skills Through research, reading, writing, speaking, listening, and problem-solving.

- SSPS.1.1. Communicate knowledge and ideas in a variety of

forms, such as reports, persuasive essays, journals, news articles, graphic displays, speeches, videos and stories.

- SSPS.1.2. Recognize and discuss different perspectives in current and past issues.
- SSPS.1.3. Interpret information from visual aids, such as graphs and maps.
- SSPS.1.4. Distinguish between fact and opinion.
- SSPS.1.5. Explore the concept of cause and effect.
- SSPS.1.6. Compare, contrast, and classify to recognize similarities and differences.
- SSPS.1.7. Utilize problem solving strategies.

Language Arts:

Grades 5-8

Strand 1: Writing

Content Standard 1:

Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

- W.1.2. Write in a variety of forms, such as personal narrative, dialogue, persuasive essays, messages and letters, poetry, advertisements.
- W.1.3. Write to reflect personal, multicultural and universal ideas.
- W.1.5. Collect, organize, and present data from wide variety of informational and technological resources, e.g., CD-ROM and interviews.
- W.1.8. Develop a first draft that focuses on a central idea.
- W.1.10. Edit using resources to correct spelling, punctuation, grammar and usage.
- W.1.11. Select a publishing form and produce a completed writing product.

Content Standard 2:

Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.

- W.2.1. Use developmentally appropriate spelling, usage and mechanics in writing.

- W.2.2. Use reference materials such as thesaurus and dictionary.
- W.2.4. Expand content-specific and personal vocabularies in writing.

Strand 2: Reading

Grades 5-8

Content Standard 1:

Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

- R.1.1. Read individually and in groups.
- R.1.2. Analyze related and implied main ideas and supportive details.
- R.1.3. Analyzed text using patterns of organization, such as story elements, cause and effect, comparison and contrast.
- R.1.6. Read and follow directions.
- R.1.7. Apply syntactic, semantic, and phonetic cues to decode and construct meaning from print.
- R.1.8. Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies, and critical thinking.
- R.1.10. Compare literary elements, e.g., setting, character traits.
- R.1.11. Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.
- R.1.12. Establish purpose for reading.
- R.1.14. Expand content-specific and personal vocabularies in reading.
- R.1.15. Employ comprehension strategies such as prediction, skimming and sequencing.
- R.1.16. Evaluate and react critically to what has been read.
- R.1.17. Read and write in the modes of discourse, e.g., descriptive, narrative, persuasive, information.

Strand 2: Reading

Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

- R.2.1. Read a variety of materials for a variety of purposes.
- R.2.2. Self-select reading materials from libraries and other sources.

- R.2.3. Choose reading to satisfy, extend and expand personal interests.
- R.2.4. Choose reading as an information-gathering tool to develop informed opinions and make decisions.

Strand 3: Listening, Speaking and Viewing

Grades 5-8

Content Standard: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

- LSV.1.5. Listen and contribute to discussions.
- LSV.1.6. Analyze and evaluate what is heard.
- LSV.1.9. Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines, and computer images.
- LSV.1.12. Conduct an interview.
- LSV.1.13. Make and respond to introductions.

Social Studies

Strand 1: Time, Continuity, and Change

Grades 5-8

Content Standard 1: Students will demonstrate an understanding of the chronology and concepts of history and identify and explain historical relationships.

- TCC.1.4. Compare and contrast the causes and consequences of conflict within the state, the nation, and the world.

Content Standard 2: Students will demonstrate an understanding of how ideas, events, and conditions, bring about change.

- TCC.2.2. Understand how the foundations of government and United States political ideas set forth in documents such as the Declaration of Independence, the Constitution, the Bill of Rights, and others have brought about change throughout the world.
- TCC.2.4. Use a variety of processes, such as thinking, reading, writing, listening, and speaking, to demonstrate continuity and change.

Strand 2: People, Places, and Environments

Content Standard 1: Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.

- PPE.1.2. Demonstrate an understanding that one's identity is connected to ideas and traditions from the past and

- from other cultures.
- PPE.1.3. Compare commonalities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- PPE.1.7. Illustrate the relationship between tolerance cooperation.

Strand 4: Power, Authority and Governance)
Grades 5-8

Content Standard 1: Students will demonstrate an understanding of the ideas, rights, and responsibilities of participating in a democratic society.

- PAG.1.1. Recognize and develop a concept of one's role as a participant in a larger community.
- PAG.1.2. Demonstrate responsible citizenship and function as a productive member of the local, state, and national communities.
- PAG.1.4. Examine the contribution of the arts, literature, media, technology, and languages in fostering cooperation and in perpetuating conflict.
- PAG.1.6. Practice roles, rights, and responsibilities as a participating citizen of a democracy through simulations, such as voter registration, elections, jury duty, and congresses.
- PAG.1.8. Distinguish between the rights and responsibilities of the individual and the rights and responsibilities of the group.
- PAG.1.9. Explore how language, media, literature, and the arts reflect life in a democratic society.

Content Standard 2: Students will demonstrate an understanding of the commonalities and differences of various systems of government.

- PAG.2.1. Analyze continuity and change in the concepts of individual rights and responsibilities.
- PAG.2.2. Analyze conflict and methods of conflict resolution by using such activities, such as simulations and role play.
- PAG.2.6. Analyze the characteristics of effective leadership from both historical and contemporary perspectives.

Language Arts:

Grades 1-12

Strand 1: Writing

Content Standard 1:

Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

- W.1.4. Synthesized information from a variety of sources, such as traditional print, word processors, spreadsheet, graphic software, Internet, etc.
- W.1.5. Write in response to new learning in a variety of written forms.
- W.1.6. Write to persuade, to defend, to inform, and to explain from thoughts, experience and research.
- W.1.7. Write to show knowledge of cultural diversity.
- W.1.9. Apply a variety of strategies to aid in writing about texts, e.g., prediction, context clues, phonics, structural analysis, not taking, recalling facts, determining cause and effect, paraphrasing.
- W.1.11. Integrate information from within the text, from other texts, and from one's own background knowledge/experience to develop written solutions to problems.
- W.1.12. Gather research data from a variety of traditional and electronic sources to formulate, substantiate, or refute opinions or theories.
- W.1.18. Share writing through peer/teacher feedback sessions, exhibitions, classroom displays, multimedia publications, and contests.

Content Standard 2:

Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.

- W.2.1. Maintain and evaluate a collection of writings.
- W.2.2. Edit writing for appropriate mechanics and usage.

Strand 2: Reading

Grades 9-12

Content Standard 1:

Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

- R.1.2. Read and analyze material written for a general

audience to meet personal goals, e.g., individual improvement, leisure activities, confirmation of theory.

- R.1.4. Read and understand different points of view.
- R.1.6. Analyze a diversity of ideas generated by authors of different races, beliefs, genders, ages, etc.
- R.1.7. Apply a variety of strategies to aid in the comprehension of text, e.g. prediction, context clues, phonics, structural analysis, note taking, recalling facts, determining cause and effect, paraphrasing.
- R.1.8. Articulate the central purpose or theme of a text.
- R.1.10. Gather research data from a variety of sources to formulate, substantiate, or refute opinions or theories.
- R.1.17. Respond critically to what has been read, e.g. conduct panel discussions, participate in group discourse, generate ideas, develop position papers, create models.

Strand 2: Reading

Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

- R.2.1. Read frequently a variety of materials for varied purposes including enjoyment and problem solving.
- R.2.2. Extend and expand personal reading interests, e.g., print and on-line newspapers, magazines, and journals.

Strand 3: Listening, Speaking and Viewing

Grades 9-12

Content Standard: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

- LSV.1.1 Work collaboratively to generate ideas and solve problems.
- LSV.1.2. Express and logically defend one's ideas.
- LSV.1.4. Participate in activities discussions, and/or debates.
- LSV.1.6. use graphics and supporting audio-visual media.
- LSV.1.9. Identify organizational patterns appropriate to diverse situations such as interviews, debates, conversations, etc.
- LSV.1.12. Evaluate media techniques and messages such as propaganda, bias, censorship, and disinformation.

- LSV.1.13. Evaluate information from a variety of sources.
- LSV.1.14. Analyzed and evaluate what is heard.

Social Studies

Strand 2: People, Places, and Environments

Grades 9-12

Content Standard 1: Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.

- PPE.1.5 Assess the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group characteristics contribute to the development of a sense of self.

Strand 4: Power, Authority and Governance)

Grades 9-12

Content Standard 1: Students will demonstrate an understanding of the ideas, rights, and responsibilities of participating in a democratic society.

- PAG.1.4. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- PAG.1.5. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- PAG.1.6. Analyze and evaluate the influence of citizen action and public opinion on the formation of public policy.

Strand 5: Social Science Processes and Skills

Grades 9-12

Content Standard 1: Students will demonstrate critical thinking skills Through research, reading, writing, speaking, listening, and problem-solving.

- SSPS.1.1. Integrate reading, writing, listening, and speaking skills throughout the social sciences.
- SSPS.1.3. Develop and enhance critical analysis skills, such as cause and effect and inductive and deductive reasoning, throughout the social sciences.