

# What is Kid Scoop?

Dear *Kid Scoop* Teacher:

For over a decade, Texas educators have used a range of reading and writing standards articulated in the Texas Essential Knowledge and Skills (TEKS) to guide literacy instruction in classrooms across the state. TEKS standards identify the “*content required to be mastered by students during an instructional year or prior to a relevant summative state assessment*” ([tea.texas.gov/Academics/Curriculum\\_Standards/](http://tea.texas.gov/Academics/Curriculum_Standards/)), and to provide youth with skills to be prepared for college and careers of the 21st Century. The roadmap to college and promising careers is more evident when standards of success are well-articulated and accessible—no matter where in Texas students live or attend school!

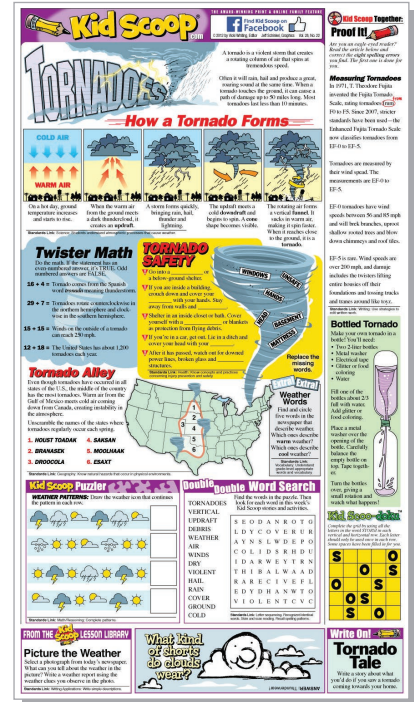
Research demonstrates that when children become proficient readers in their early years, they are more likely to remain better readers throughout their school years. With the TEKS English Language Arts and Reading standards, all students must be able to master texts of increasing depth and complexity (Strands 2 and 4) so that by the end of high school, graduates are able to independently and proficiently understand the complexity of texts and language found in today’s colleges and careers.

To ensure that all learners reach this destination, the TEKS intentionally separate K-5 Foundational Language Skills—Beginning Reading and Writing—from the remaining skills integrated across the four strands of listening, speaking, reading, and writing.

The TEKS Beginning Reading and Writing Skills are—quite literally—the “foundation” of communicating, decoding, and spelling upon which all reading success is built, and include:

- Phonological Awareness
- Print Concepts
- Phonics
- Morphology

*Kid Scoop* helps Texas teachers support Foundations Language Skills—Beginning Reading and Writing—in a fun and interactive way! A dynamic weekly publication, *Kid Scoop* presents high interest informational text with colorful illustrations, charts, diagrams, and activities that motivate and excite young learners. Thematic topics cover a wide range of interests and multiple content areas while extensions lead children to other sections of the newspaper for more informational reading. Students “learn to read” as they “read to learn” while practicing skills and strategies using an authentic resource.



# Kid Scoop Supports TEKS Foundational Skills

*Kid Scoop* supports the four foundational language skills central to reading achievement by integrating them in thematic units and informational readings:

**1. Phonological awareness** is the ability to hear, identify, and use individual sounds—*phonemes*—in **spoken** words. Phonological awareness improves children’s word recognition.

*Kid Scoop* develops phonological 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

Teachers can use *Kid Scoop* 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* 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.

**2. Print concepts** mean the ability of early readers to recognize and distinguish features of print and how it is organized such as text layout, headers, differentiating between words and pictures, and that reading and writing the English language means moving from left to right on the page.

Using *Kid Scoop*, teachers model print concepts and have students participate in reading and writing independently, locating letters, words, or sentences based on oral or written instruction, alphabetizing words, or writing word sentences using correct directionality.

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

**4. Morphology** is the study of word structure. Words are formed from morphemes which are the smallest units of meaning in a language.

Teachers can use *Kid Scoop* to help children locate unfamiliar words, analyze words for recognizable morphemes both in roots and suffixes, read contractions, abbreviations, and check the meaning of words within context.

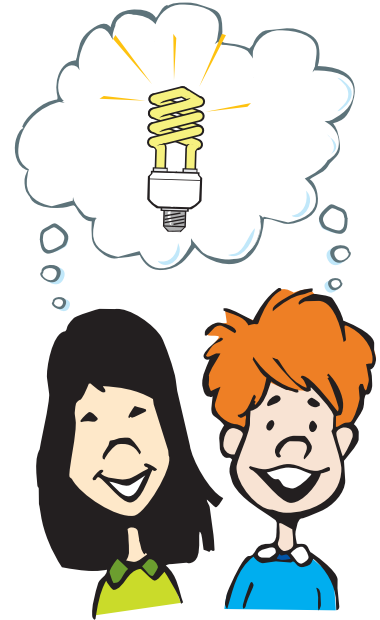


# Kid Scoop Builds Vocabulary and Comprehension Skills

**1. 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. TEKS identifies the expectation for students using newly acquired vocabulary to “*determine meaning, syllabication, and pronunciation; to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words, and to determine the meaning of grade-level words derived from Greek and Latin roots.*” (TEKS, English Language Arts & Reading, Strand 1)

*Kid Scoop* supports a variety 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.



**2. Comprehension** is the reason for reading. Good readers have a purpose for reading and think actively as they read with fluency.

*Kid Scoop* supports comprehension in multiple ways including:

- reading to gather information about the theme of the week
- completing a task using multiple steps
- directing students to use the newspaper to 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

Teachers can use *Kid Scoop* 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. In addition, the monthly *Teacher Scoop* includes suggestions for extension activities that inspire students to dig deeper into the newspaper to expand their learning.

Specific suggestions for lesson planning are included at the end of this guide and include ideas for before, during, and after reading *Kid Scoop* as well as homework ideas to share with the family.



# Kid Scoop Supports 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—and classrooms! (nea.org *An Educator’s Guide to the 4C’s*)

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

## Kid Scoop, Newspapers, TEKS Standards & 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 on Every Page

In addition to positively impacting student achievement, *Kid Scoop* supports TEKS standards. Each activity is designed with a particular content area and standard in mind. Since standards are progressive and linked, students are constantly previewing or reviewing skills no matter the grade level.

### Standards-based Newspaper Ideas in Our Lesson Library

Teachers can also visit our website to find grade-level specific lessons related to what they are currently teaching in our “Lesson Library.” For example, if the *Extra Extra* activity in *Kid Scoop* is not precisely aligned to current instruction, teachers can search the Lesson Library for an activity that is content specific for their grade level.

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

While the topic and activity 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.

There are two important reasons to use *Kid Scoop* 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* there is access to previewing and reviewing content to promote greater retention. In addition, a main articulated idea of TEKS includes “*making inferences and using evidence to support understanding*” in whatever text students in grades 2 and beyond are reading!



## **Kid Scoop Supports Project-Based Learning**

Challenge students to create a *Kid Scoop* 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.

## **Teacher Scoop Previews the Month at a Glance**

Each month, teachers using *Kid Scoop* will receive a complimentary copy of *Teacher Scoop*—a resource that previews the weekly topics and offers a variety of suggestions for extension activities that inspire students to dig deeper into the newspaper to expand their learning and skills.

## **Finding the Time to Use Newspapers**

The emphasis in TEKS (ELAR Strand 3) that students respond to “*an increasingly challenging variety of sources that are read, heard, or viewed*” means students are expected to read from a variety of genres and resources—including newspapers! No matter the grade level, all students in grades 2 and above are expected to “*evaluate details read to determine key ideas (Strand 2); make, correct, or confirm predictions using text features, characteristics of genre, and structures (Strand 2); use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (Strand 1).*” Newspapers directly support these standards by identifying **key ideas and details**, helping students understand **text features and structures** of newspapers, and **providing context** through illustrations, graphs, and activities.

## **Suggestions for Classroom Management:**

- On the first day of delivery, take a few minutes to “get to know” the newspaper. Introduce the structure: sections, page, features, etc. Introduce newspaper vocabulary (see appendix).
- Staple the top left corner of the *Kid Scoop* section to avoid loose pages falling. For younger students, place a few staples down the left side so it resembles a book that can be more easily handled.
- Have students write their names in the corner of the *Kid Scoop* page if they will be using the newspaper for homework or more than one time during the week. This encourages ownership and better care.
- Each newspaper day, allow a few minutes for browsing *Kid Scoop* before beginning.
- Keep lesson plans simple! Consider the skills your students are currently learning (using maps, persuasive writing, parts of speech, etc.) and find ways to use *Kid Scoop* 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.





# Generic Lesson Plans

## Before Kid Scoop

In order to provide “universal access” and differentiated instruction for all students (including English learners and students with disabilities), it is recommended that teachers:

- Preview text to identify background information that may be necessary to access the content.
- Identify how this week’s theme and activities can support TEKS Foundational Language Skills, Vocabulary, or Comprehension; for additional ideas, check the Lesson Library.
- Review potentially challenging vocabulary words to familiarize students with new language or idiomatic phrases.

### Activities Before Kid Scoop:

1. Have a “scavenger hunt” of the *Kid Scoop* page identifying layout and structure including main story, *Extra Extra*, *From the Lesson Library*, *Double Double Word Search*, vocabulary words, activities, or any unique feature of the week.
2. Create a 3-column “T-chart” to list vocabulary. Label columns: Word, Meaning, Illustration. As students read, fill in the chart. Identify meaning through context clues or use of a dictionary, and follow up with an illustration of the word. (Hint: vocabulary words used in each week’s *Kid Scoop* are identified in the *Double Double Word Search* puzzle. Use this for an easy reference!)
3. 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 appropriate category.
4. 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 responses.

## During Kid Scoop

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 to readers.
4. **Questioning:** Asking direct questions and citing specific 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 direct students to look for specific evidence in the passage.

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



### Activities During Kid Scoop:

- 1. Kid Scoop Theme Story:** Use *reciprocal teaching* 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 parts just read. Finally, ask questions after each paragraph to check for understanding and help students comprehend text.
- 2. Summarizing:** After reading the *Kid Scoop* 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.”
- 3. Word Work:** Distribute highlighters. Depending on your grade level TEKS standards, students can use the highlighter to identify:
  - a. base words
  - b. affixes: prefixes or suffixes
  - c. beginning and ending sounds
  - d. compound words
  - e. parts of speech including singular or plural nouns, proper nouns, verbs, adverbs, prepositional phrases
  - f. multisyllabic words, sorted by two-, three-, or four+ syllables
  - g. words that have synonyms or antonyms
  - h. multiple meaning words
  - i. Greek or Latin roots
  - j. short or long vowels; silent “e” words
  - k. idiomatic phrases
  - l. figurative language: onomatopoeia, alliteration, metaphors, similes, etc.
- 4. Review** any activities that are part of the feature story. Have students carefully read written directions before proceeding. Set a timer for activities to keep students focused.
- 5. Fluency check:** After reading the feature story, tell students to re-read the passage aloud (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 a one minute timer for pacing and to increase fluency. For homework, students have their parents time them to see if they can pass the one minute mark set at school!



*Double Double Word Search* Hint: Use a timer and assign 5-10 minutes (depending on grade level) to complete.

In addition to solving the *Double Double Word Search*, consider extending vocabulary work by directing students to:

- list words in alphabetical order
- divide words into syllables
- sort words by number of syllable or long/short vowel sounds
- quiz each other to spell words correctly



## After Kid Scoop

To take full advantage of using the entire newspaper as part of the lesson, direct students to the *Extra Extra* or *From the Lesson Library* section. These *Kid Scoop* activities often direct students to other sections of the newspaper or provide ideas for writing. Always read directions with students.

1. Check for understanding by asking questions about content. Ask students to cite evidence.
2. To keep students on task, use a timer or set a time limit.
3. As needed and appropriate, ask students to share orally the final product of extension time.

### Family Involvement

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



### Homework Activities Using Kid Scoop!

1. Have parents help children with Word Work activities:
  - a. **Contractions:** Next to each contraction, write the letters that have been left out when the contraction is formed.
  - b. **Compound Words:** Draw a line between the words that make up the compound word.
  - c. **Grammar:** Find common nouns, proper nouns, and verbs; sort them on a piece of paper divided into three columns.
  - d. **Syllables:** Find examples of two and three syllable words; draw lines to separate the syllable in each word.
  - e. **Affixes:** Identify words with prefixes and suffixes; sort into two columns.
2. As students read something from the newspaper, have them list new, unusual, or interesting words they find. 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 three nights in a row 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 the *Kid Scoop* page. Cut out the words and sort them in alphabetical order.
5. Complete the activities on the *Kid Scoop* 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 on 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**—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 article, these questions are usually answered in the first two paragraphs

**Flag**—the name of the newspaper appearing on the first page; e.g., *The Dallas Morning News* or *The Houston Chronicle*

**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 that addresses 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 readers’ 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, etc.) 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.

