

## What and Where is the News?

By

Michele R. McClendon

Langley High School

### Contents of the Curriculum Unit

- ◆ Objectives
- ◆ Strategies
- ◆ Activities
- ◆ Bibliography

### To Guide Entry

This is a journalism unit for 10<sup>th</sup> grade English classes. The culminating activity for each of my 10<sup>th</sup> grade English classes is to produce a newspaper using Microsoft Publisher. The unit provides a variety of activities and many opportunities to integrate reading, writing and speaking as part of the project. Many of the activities will be conducted in cooperative groups and will need computer technology to complete them. The series of activities that will lead to the culminating activity can be adapted to many grade levels. Sections of the unit can be separated and be adapted for different objectives. For example, part of the unit will provide the opportunity to have an authentic audience because some portions of the students' research into their neighborhood will be placed on the school web site. This lesson could be used alone, with or without computer technology to teach students to write a report, learn interviewing skills, accuracy in reporting, and even something about libel. Other parts of the unit will involve reading newspapers on and off line. This part of the lesson can also be used alone to provide the basis for teaching the reading of non-fiction. In this unit students will write news reports, editorials, and literary non-fiction. Any one can be taught separately or as part of a project. This type of project in its entirety provides many avenues for students to demonstrate their ability to meet many reading, writing, and speaking standards in a standards based curriculum or meet many objectives in a literature based curriculum.

### Objectives

There are four objectives I hope to meet in writing and conducting this unit. One is to give students an opportunity to use computer technology to learn about journalism and produce a newspaper. The second is to provide activities that will help students to compare and contrast journalistic writing from other forms of writing by requiring them engage in activities that permit them to experience what it might be like to be a journalist. The third is to assist students in meeting New Standards English Language Arts Standards. The fourth is to update an existing curriculum in journalism. About 10 to 12 years ago, The Pittsburgh Public Schools updated its curriculum in a variety of areas with projects that supplanted the old curriculum. The units were written as part of the Arts Propel Project, which incorporated the theories of Howard Gardner's multiple intelligence. Each unit consists of a student handbook, lesson plans, transparencies, homework assignments and films (where required). These projects were entitled Syllabus

Examination Projects or SEP Units for short. There are SEP units for writing, poetry, various pieces of literature and there is a Journalism SEP Unit to be used in English 2. I have used the Journalism unit once. I discovered I could stay with the unit precisely or stray when it was necessary. With all the advances in computer technology, it seems appropriate and timely to enrich this unit with the use of word processing, the Internet and software such as Microsoft Publisher. In addition to using several aspects of computer technology, it is important to permit the students to experience what it is like to be a journalist. In order to accomplish this, activities will be provided that will require students to interview, research, write reports, write editorials, and meet deadlines.

At the present time, the Pittsburgh Public Schools' curriculum is a standards based curriculum. There are two sets of standards: *The Core Curriculum Standards* (CCS), and *New Standards Performance Standards* (NSP). An example of a CCS in communications is: "All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems." To fulfill the requirements of the CCS in communications and literature, Langley High School has adopted New Standards (NSP) English Language Arts (ELA) Standards. For example, the NSP Standard that is related to that CCS in communications is NSP ELA Standard E1c. It states, "The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summarizes information; relates new information to prior knowledge and experience; extends ideas; [and] makes connections to related topics or information." The NSP Standards articulate more specifically the criteria that will assist students in reaching the standards of the CCS. As a result, NSP standards will be referred to in the remainder of this unit. In addition to the objective of providing activities that will permit students to experience what it is like to be a journalist and acquire some of the skills of a journalist, students will work towards achieving several of the NSP ELA Standards.

Part of the requirement for fulfilling NSP Reading Standard E1a, (The student reads 25 book or book equivalents in at least three genres and by five writers), will be fulfilled by reading the *Pittsburgh Post-Gazette*. The student will keep reading response logs. The logs will be turned in at the end of each reading assignment. The response logs are a way for the student to keep track of his/her learning and in addition may be used as evidence for having met NSP Standard E1a. The other Reading Standard that reading the newspaper will enable the student to meet is NSP Reading Standard E1c, (The student reads and comprehends informational material.) As we read news reports on the front pages and some of the feature sections, students will keep learning logs summarizing what they have read, explaining what they have learned, and connecting it to prior learning or experience. Again, the logs may be used as evidence for having met this standard. The feature sections that would be most useful for this would be the "Science" and "Health" sections in the *Pittsburgh Post-Gazette* and *The New York Times*. In addition, on Thursdays, *The New York Times* has a "Circuits" section about computer information that could be useful.

In addition to the above NSP Reading Standards, students will be provided with opportunities to meet three NSP Writing Standards. They are E2a, (The student produces a report); E2c. (The student produces a narrative account); and E2c, (The student produces a persuasive essay.)

The third set of standards specified by NSP include Speaking, Listening and Viewing standards. Students will have an opportunity to meet NSP Speaking, Listening, and Viewing Standard E3c, (The student prepares and delivers an individual presentation.) Giving a presentation of their journalism project will give students an opportunity to provide evidence of achievement in speaking to provide information.

In addition to working towards reaching the above academic standards, it has become increasingly evident that students must be provided with opportunities to discuss ideas, to solve problems, to cooperate and collaborate with each other in order to prepare fully to become a participating member of the work force and society at large. Cooperative groups will be formed when conducive to fulfilling those objectives. Cooperative group activity provides opportunities for the students to fulfill NSP Speaking, Listening, and Viewing Standard E3b, (The student participates in-group meetings displaying the standards of courtesy and cooperation that are itemized in that standard.) In addition to providing an opportunity for students to practice cooperative skills, cooperative groups provide students with the opportunity to exercise leadership skills. Each group must organize the assigned task. The group must agree on discussion rules, appoint a leader, a recorder, a facilitator, and a speaker. These roles should be rotated so that every member of the group has an opportunity to be a leader at some point during the project.

### Strategies

Students will be immersed in reading the *Pittsburgh Post Gazette*. We will take several days to read a variety of articles and to discuss the purpose of each type. Cooperative groups will be formed so the students can work together to analyze and discuss the characteristics of each type of writing. The purpose of this is to establish the difference between straight news and editorials. The cooperative groups will infer the characteristics of each.

In addition to analyzing articles and stories in the newspaper, we will look at the various sections of the paper including the advertising. I will ask the students to list the questions that they have about the economics of the newspaper, and the purposes of the newspaper. We will read a piece from the 10<sup>th</sup> grade Journalism *SEP Unit* that discusses and explains the business underpinnings of a newspaper. Then, we will examine other sources of news and how they form and affect each other. Newspaper stories are getting shorter and more succinct in response to television treatment of the news, and television stories still use the language of the print media to report their news. The print media and the electronic media borrow from each other. The portions of various newspapers that are on-line will be among the variety of sources that we will investigate. In addition to on-line newspapers, we will look at some TV news footage and compare and contrast the reporting of a news story in print and in broadcast form.

They will read a sample of literary journalism from their textbook, *Literature and Language 10*. The title is “David Meets Goliath at City Hall” written by Andrew Holleman. Students will discuss and list the elements of fiction that were used in this story. Using what they have learned from reading this piece, students will be asked to identify examples of literary journalism as they examine other sources of news.

After they have read and analyzed the variety of genres that are part of journalism, the students will be required to complete a sample newspaper of their own. Students will be required to write a news story, an opinion piece, and a piece of literary non-fiction (a saturation report). The writing will take place in a writing workshop format. Students will be required to use the writing process for each piece. The writing process is simply a structured way to accomplish writing and revision. I like to involve their peers in the revision portion of the process. After the first draft is written students ask one or more their peers to read and make comments on what they have written. Students may do this as many times as they need to in order to meet their goals for their piece. In addition to revising for content, they must edit for grammar, capitalization, punctuation, spelling, diction, and paragraphing. Writing workshop enables students to be independently responsible for each step of the process and to call on a peer in each step of the revision process. Gary Muschla’s *Writing Workshop Survival Kit* has many reproducible forms that provide guidelines for each process. These forms provide evidence of the nature of the exchange between the students. (Copies of the forms, “Editor’s Checklist” and “Peer Conference Questions” appear in the Appendix.) In addition to the pre-writing and revision parts of the writing process, there is a reflection segment. This gives students an opportunity to assess their own work. Students must attach this cover sheet to the top of their final draft for each piece of writing. Using a variety of sources, the “Writing Project Cover Sheet” was developed by the Langley High School English Department’s Instructional Team Leader, Jerome A. Halpern. (A copy of the two sided form, “Writing Project Cover Sheet,” appears in the Appendix.) Using Microsoft Publisher, each 10<sup>th</sup> grade English class will put together a class newspaper. At the end of the project, students will make a presentation of one of the pieces that they wrote. They will discuss the project: what they learned from it, how their idea of news changed from the beginning of the project to the end of it, how they reformulated their definition of news and where news can be found.

## Activities

### Day 1

The purpose of the first week’s activities will be to familiarize the students with a variety of sources of news. On the first day, there will be a brief introduction explaining that we are about to study journalism and a brief explanation of the above objectives. This deviates from the first lesson of the Journalism SEP unit. We will do the first lesson

of that unit on the second day. The whole class will be asked to explain what they think journalism is all about. It is important for students to examine what they know about the subject. Next, the students will be asked to write as many definitions of news as they can think of. Students will explore their ideas in small cooperative groups. Depending on the size of the class, there will be no more than four or five students per group. To form the groups, students will be asked to count off by four or five, again, depending on the size of the class. In each group the students will discuss their individual definitions of news and compare and contrast their definitions. In addition students will brainstorm and add a list of the sources for each kind of news and where they think they could find “news.” There will be one paper from each group containing this information. Each group will designate a speaker who will report to the class the findings from his or her group.

### *Day 2*

As per the SEP unit, students will be presented with a variety of reading materials including the newspaper. The students will be asked to distinguish which reading materials are fiction and which reading materials are nonfiction. At this point the students will learn or review the information that the newspaper is an example of non-fiction. The students will write a definition for the words fiction and non-fiction, as well as provide examples for each word with the definitions.

The second activity will involve a scavenger hunt using the newspaper. This will acquaint the students with the different sections of the newspaper. This activity will also be conducted with a cooperative group. Each group will get a list of 15 items that they have to find in the *Post Gazette*. The whole newspaper must be searched in order for students to find the items. The speakers from each group will report to the class what they found in the scavenger hunt.

### *Days 3-4-5*

In preparation for the next few days, the students will receive a mini-lesson in fact and opinion. Concept attainment will be the method used to review the concepts of fact and opinion. This simple lesson uses the inductive method to review concepts that the students have had many times in grade school and middle school. Fact versus opinion seems to be a staple of the reading program in the lower grades. Statements of fact and opinion will be prepared on rectangular sheets of heavy construction paper. Then a plus sign (+) will be placed on one blackboard and a minus sign (-) will be placed on the other blackboard. It will be explained that one set of sentences belongs under the plus sign because they are exemplars or examples of one concept. The other set of sentences will go under the minus sign because they are exemplars or examples of an opposite concept. The plus and minus sign do not mean positive or negative in relationship to the statements. I will emphasize that the minus sign symbolizes an opposite concept not a negative or wrong concept. The symbols stand for examples and non-examples of a particular concept. In fact when I introduce the statements, I say that this is what I am thinking of with one set of examples for the plus sign. For the minus set of examples I say that I am not thinking about this set of examples.

Without stating what it is we are studying, one sentence will be given as an exemplar of a fact. An example of a fact statement is: Pittsburgh is situated in Allegheny County in the state of Pennsylvania. The students will infer which statements go where from the example given and the placement of several more statements. The students may guess as to where they think the statements belong. There should be at least six statements for each concept. Once the statements are all placed properly, the students will name the concepts of fact and opinion. The mini-lesson usually takes no more than ten to fifteen minutes. It will be pointed out that this information is important in distinguishing among the types of articles in the newspaper. Part of this explanation will include the concept of valid opinions. As a result of exploring the concept that valid opinions must be based on good evidence, we will read editorials, book reviews, art reviews and movie reviews next to distinguish fact from opinion, and discuss the validity of the opinions expressed in light of the evidence or facts used to support the opinions.

Students will read the newspaper, first, choosing any thing that they like to read. They must complete a Readers Response Log noting characteristics of the article, as well as any response that they have including a summary. Then, they must read a story from the first page and from the editorial pages. Again, they must complete a Reader's Response Log in which they include the characteristics that they note in the article as well as their response and a summary. Logs have to be turned in at the end of each day to receive daily credit and to take the precaution that all of them are not completed at one time.

#### Day 6

Students will receive their reading logs and return to their cooperative groups to share the results of their reading. Each group will list the characteristics of each story and will present this information to the rest of the class. Once each group has reported, the class's attention will be directed to the overhead projector where they will read definitions of newspaper terms which they will write in their notebooks under "Notes." Once the definitions are recorded, the groups will discuss the stories they have read and categorize them according to the newspaper terms they have just recorded.

#### Day 7

Students will discuss how a newspaper can be like a history book. The students will generate a list of ideas. The students will review headlines from the past week to determine which of these might be the history of the future. The students will view some headlines of the past including erroneous ones.

#### Days 8-9-10

Students will spend the next three days collecting information from the on-line resources of Encarta, Internet, and Grolier's. The students will collect information regarding the history of journalism, and read examples of literary journalism on the net.

#### Days 11-12-13

Once back in the classroom, we will discuss the business aspects of newspaper. I will model reading by reading out loud from the SEP unit a description of how a

newspaper works and how it must make money. The question must be asked that if newspapers exist to make money, how must newspapers be read? What kinds of questions must be asked upon reading a newspaper? The students will make notes from the overhead transparency “How to Read a Newspaper” or “Questions Strong Readers Ask” from the SEP Unit.

#### Days 14-15-16

The next few days will be spent looking at television news and making comparisons between the nightly news on TV and the morning news in the newspaper. After this we can look at a prepared package of TV news that I will prepare and contrast it against news articles of the same topic. We can analyze the function of each medium, as well as each medium’s strengths and/or weaknesses. By comparing the details of each, the students will examine the inaccuracies by both media and the in depth coverage by both.

#### Day 17-18-19

Students will be in the computer lab to investigate on-line news. Students will compare and contrast on-line news sources with print media and TV media. Once they have taken notes in the lab, students will come back to class and get into their cooperative groups to discuss and compile their findings. Each group will report their findings to the class.

#### Days 20-21-22

Students will read, analyze and discuss an example of creative non-fiction from their textbook, *Literature and Language 10*. “David Meets Goliath at City Hall” by Andrew Holleman is the story of how the teen-age author became involved in a crusade to save a wooded wetland near his home. The reading and discussion will occur as a whole class activity. As we are reading, the students will keep a dialectical journal. It is similar to a reader response log, but it is kept during reading as an active reading journal with several columns to allow the student to record questions and answers as they occur. Students will work in cooperative groups to determine the characteristics of literary nonfiction. They will examine the criteria for NSP Writing Standard E2c, (students produce a narrative account.)

#### Day 23

After the analysis of the reading is completed, the students will be given the assignment to write their own newspaper with a report, a persuasive essay, and a saturation report. Each student will be required to write one of each. We will review the criteria of each. The students will discover that a saturation report is another name for a type of creative non-fiction or literary non-fiction. I will review the writing process with them, and we will examine the forms for each step of the writing process. Students will review the criteria that they constructed for the report, editorial, and a literary non-fiction or saturation report. Theses writing assignments will make up their mini-newspapers. During writing workshop the cooperative groups will work together for the purpose of peer revision and peer editing. The students will be presented with the information that after stories for the individual newspaper is written, students will get together in their

cooperative groups to put together a group newspaper using Microsoft Publisher. Just as with a commercial newspaper, the students will not have to write their pieces on the same subject. The persuasive essay will not have to be on the same topic as the report or the literary non-fiction. Writing workshop will give the students the opportunity to work at their own rate of speed and complete the three writings in any order that they choose. For example, they may be working on the report while working on research for the saturation report of their neighborhood. We will examine the criteria for each piece in NSP Standards to be sure that students know what is expected in their writings.

I will discuss with the students that in the next few days we will undertake several activities with interviewing and picking some topics that will facilitate the process of writing the different pieces.

Days 23-24-25

One of the requirements of this unit is for the students to research their neighborhood. The information is going to be put on Langley High School's Home Page. We will discuss the audience for the web page and the kind of information that might be of interest for it. In addition, Langley High School is involved in a special program in conjunction with Carnegie Mellon University entitled *Roads to Learning and Roads to Work*. This program requires students to seek their own mentors. They must also find places where they can practice what they have learned in school. To do this I think they need to know what exists in their own neighborhood to determine where support for their goals and learning might be available. As a result of this approach, the students have a purpose and an audience (themselves and other teens) who might benefit from the information they gather and report.

Students will practice interviewing each other. They will take turns being famous people that the students all know about. They will choose the personalities. We will discuss what they need to do to conduct an interview, and what kind of research will have to be undertaken.

Days 26-27-28-29-30-31-32-33-35-36

During the next ten days, students will be working on their articles. The interviews and visits to places in the community, as part of their information gathering, will take place as part of their homework assignment. While they are in the middle of this process, they will work with peers to revise and edit each piece. In addition each will have an individual writing conference with me. We can discuss their ideas, and the obstacles, and address the actual writing as they move through the drafts of their papers.

In addition, during days 26-27-28, there will be short lessons on the rubric for each genre to be sure the students understand the criteria for each genre. I will start the lesson by asking the students to write a list of the criteria for the genres. From this we will construct a rubric to assess each piece of writing.

Days 37-38-39-40

Once the writing is done and each student has put together a mini-newspaper, each English 10 class will put together a newspaper. To accomplish this, we will return to our cooperative groups and each group will choose writings within their group that should appear in the newspaper. Once they have chosen the writings, they must categorize them as to where they will appear in the newspaper. They must pick one writing from each of the categories, the report, the persuasive essay, and the literary non-fiction. The speaker from each group will read the papers to the class. After I have an opportunity to copy all the selections, I will pass them out to each member of the class. Using this as a basis for a whole class activity, we will decide about the make-up of the class newspaper.

#### Day 41

Students will prepare a five to ten minute presentation. Students will read their favorite piece to share what they have written with the other members of the class. They will include what they have learned, what obstacles they have overcome, and what they would have done differently if they had to do it again.

We will construct a rubric as a class for the presentation.

#### Days 42-43-44-45

Students will make their presentations.

## Bibliography

Pete Hamill, News is a Verb: Journalism At The End Of The 20<sup>th</sup> Century (Ballantine, 1998)

A discussion of the virtues of tabloid journalism and how newspapers could regain their audiences.

Pittsburgh Post-Gazette\*

The daily morning Pittsburgh newspaper. It has special sections of "Health," "Science," and "Food." The newspaper uses stories from national news services to report about national and international news.

The New York Times, On-Line, [www.nytimes.com](http://www.nytimes.com)\*

The on-line version of The New York Times has the many of the same articles that appear in the print version.

The Washington Post, On-Line, [www.washingtonpost.com](http://www.washingtonpost.com)\*

The on-line version of The Washington Post has many of same articles as the print version.

Kevin Kerrane and Ben Yagoda, eds., The Art Of Fact (Touchstone, 1998)

A collection of literary nonfiction dating from 1725 to the present day. The editors have includes such writers as Daniel DeFoe, Stephen Crane, Jack London, Lillian Ross, Truman Capote, Tom Wolfe, George Orwell, Norman Mailer, Ernest Hemingway, Joseph Mitchell, and Joan Didion.

W.E.B. DuBois, The Souls Of Black Folk (Bantam Classics, 1989) Pub. 1903. \*

A collection of essays that appeared in such publications as *Atlantic Monthly*, *The World's Work*, *Dial*, *The New world*, and the *Annals of the American Academy of Political and Social Science*. DuBois describes the essays as exploring "...the spiritual world in which 10,000 Americans live and strive."

Encarta, A computer software encyclopedia with on-line links to the Internet. \*

It contains articles about and related to the history of journalism. It also has links to the Internet on topics related to the topic of journalism.

Grolier's Encyclopedia, Computer software encyclopedia with on-line links to the Internet. \*

Contains an entry/article that defines and gives a history of "new journalism." It has on-line links to the Internet on related topics.

Literature And Language 10, (McDougal Littell, 1994) "David Meets Goliath at City Hall" by Andrew Holleman.

This is the 10th grade English textbook. It is arranged thematically. The piece by Holleman is an example of literary nonfiction occurring under the theme of "The Future: Hopes and Fears: Saving the Environment."

Olson, Carol Booth, ed. Practical Ideas For Teaching Writing As A Process (California State Department of Education, 1986)

The book gives practical information concerning the teaching of writing. It includes a description of using the techniques of “new journalism” to write a saturation report. In addition to many practical suggestions it provides rubrics for various forms of writing.

New Standards: Performance Standards Handbook (National Center on Education and the Economy, 1997)

The handbook contains all the *New Standards* standards for English language arts, mathematics, science, and applied learning. It also includes activities to provide students the opportunities to accomplish the standards, as well as student work.

Syllabus Examination Project, Journalism, Grade 10 (Pittsburgh Public Schools, 1993)\*

This is a set of lessons and activities. It includes a Journalist’s (student’s) notebook, transparencies for an overhead projector, copy masters to augment the notebooks, quizzes, and tests.

\*Students will read these materials in preparation for their study of journalism.

Forms for writing workshop.

1. Writing Project Cover Sheet
2. Editor's Checklist
3. Peer Response
4. Peer Conference Questions
5. Reader Response Log

# READER RESPONSE LOG

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading Workshop Records

Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Writing Project Cover Sheet

Name \_\_\_\_\_  
Period \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_

**Writing Exhibit Category**  
(You may check more than one category)

- A Response to Literature
- A Literary Genre
- A Narrative Account
- A Report
- A Narrative procedure
- A Persuasive Essay
- Evidence: Control of writing Conventions
- Evidence: Use of Processes and Strategies for Writing
- Other

**1. Briefly describe the writing assignment or where you got the idea for this project.**

**2. Who was your intended audience or who would be most interested in reading this piece?**

**3. What were you trying to communicate to your reader?**

**4. How does this piece compare to other work you've done this year? Explain how or why it does or doesn't show progress in writing.**

**5. Describe a specific strong or effective part of this piece (e.g., your lead, details, ending, use of dialogue, organization, etc.) and *explain* why it is.**

**6. Of all the elements of this piece (except for punctuation, grammar, or spelling), which one is the least effective or are you least satisfied with? *Explain why.***

**7. What is the biggest change or revision you made in this writing? Explain why you made it or how it improved the piece.**

**8. Please check what direction this piece should go and explain why.**

\_\_\_\_\_ **Publication**

\_\_\_\_\_ **Revision**

\_\_\_\_\_ **File**

**9. What about this piece or these questions would you most like to talk about with the teacher in a writing conference?**

## Peer Response

Your Name \_\_\_\_\_

Date \_\_\_\_\_

Author's name: \_\_\_\_\_

*Complete the questions below and the Revision Plan on the back of this sheet.*

Check One: \_\_\_\_\_ I read my partner's paper aloud. \_\_\_\_\_ My partner read his/her paper aloud.

*In your own words summarize your partner's paper:*

*What was the main idea feeling, or point you got from the writing?*

*What questions do you have for your partner?*

I \_\_\_\_\_ did \_\_\_\_\_ did not offer editing suggestions to my partner, including circling punctuation, words, phrases, or sentences that seemed unclear to me.

**Reminder: Complete the Revision Plan on back of this sheet!**

## Editor's Checklist

Author \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Editor \_\_\_\_\_

Piece \_\_\_\_\_

This piece has been edited for the following:

- \_\_\_\_\_ 1. Sentences begin with capital letters.
- \_\_\_\_\_ 2. Sentences have correct ending punctuation.
- \_\_\_\_\_ 3. Sentences are complete.
- \_\_\_\_\_ 4. Paragraphs are indented.
- \_\_\_\_\_ 5. Commas are used in compound sentences, and for the listing of items in a series
- \_\_\_\_\_ 6. Quotation marks (where necessary) are used correctly.
- \_\_\_\_\_ 7. Apostrophes are used correctly for contractions.
- \_\_\_\_\_ 8. Spelling is correct.
- \_\_\_\_\_ 9. Unnecessary words, phrases, and sentences have been eliminated.
- \_\_\_\_\_ 10. Use of common homonyms (there, their, they're; to, too, two; your, you're) is correct.
- \_\_\_\_\_ 11. Verb tense is correct.
- \_\_\_\_\_ 12. Subjects and predicates agree.
- \_\_\_\_\_ 13. Pronouns agree with the nouns they replace.
- \_\_\_\_\_ 14. Apostrophes are used correctly for possessive nouns.
- \_\_\_\_\_ 15. Proper nouns and adjectives are capitalized.
- \_\_\_\_\_ 16. Colons are used correctly.
- \_\_\_\_\_ 17. Semi-colons are used correctly.
- \_\_\_\_\_ 18. Underlining (for italics) is used correctly.
- \_\_\_\_\_ 19. Parentheses are used correctly.
- \_\_\_\_\_ 20. Dashes are used correctly.

Editor's Signature \_\_\_\_\_

© by The Center for Applied Research in Education

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Peer Conference Questions

*Directions:* As you listen to the writer's piece, ask yourself the following questions. You may write notes at the bottom of the page.

- What things do I like about this piece?
- What do I want to know more about?
- What is the writer's main point?
- What are some details?
- What suggestions can I offer?
- Is any part of this piece confusing?
- What can be eliminated without losing the author's intention? (words, phrases, sentences, paragraphs)

Notes:

---

---

---

---

---

---

---

---

© 1993 by the Center for Applied Research in Education