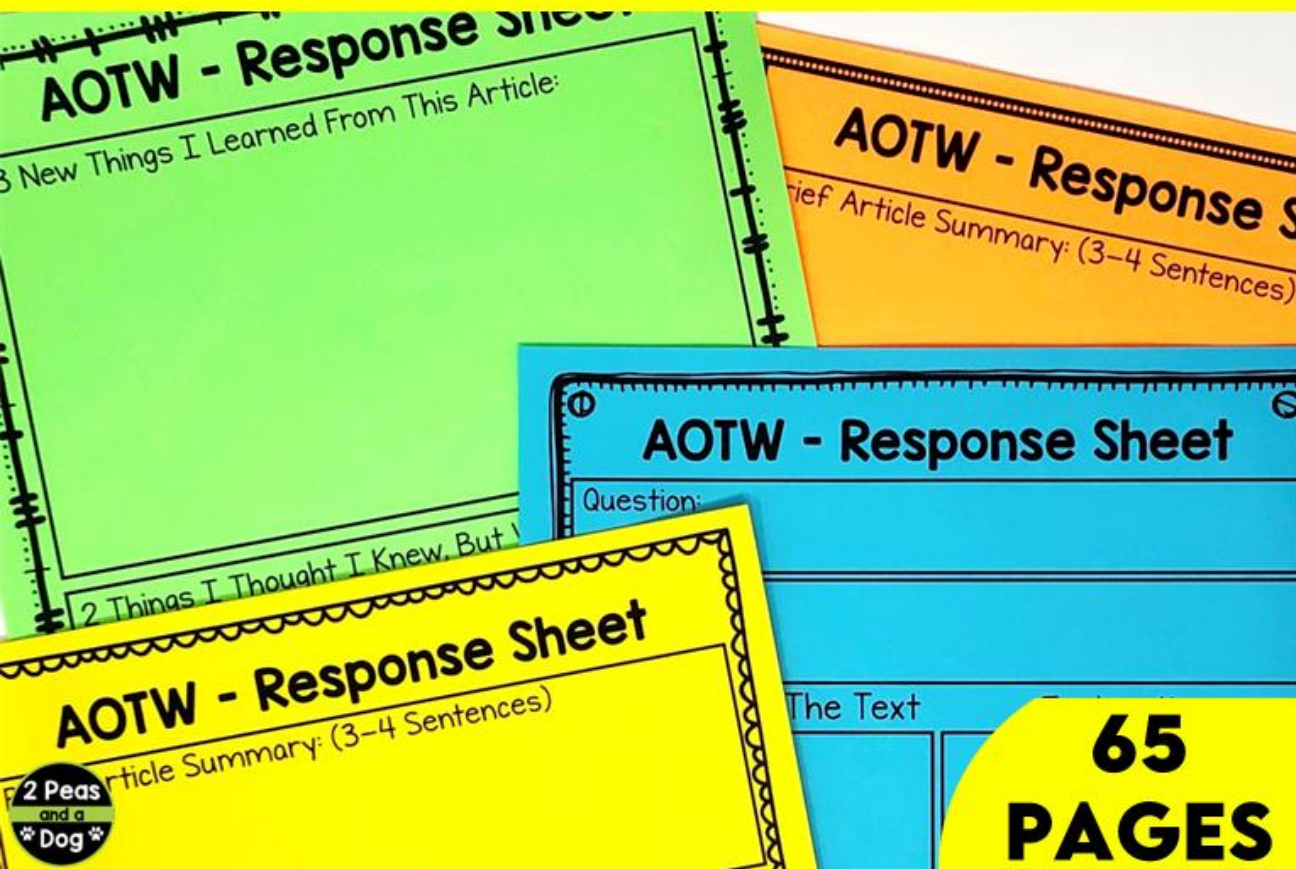


ARTICLE OF THE WEEK

PDF & DIGITAL FORMATS




2 Peas and a Dog
Middle School Teaching Resources

RESOURCE INCLUDES

- ✓ Year-Long Implementation Plan
- ✓ Anchor Charts
- ✓ 4 Differentiated Assignments
 - Short Answer
 - Graphic Organizer
 - Essay Response
 - Peer Selected
- ✓ 3 Assessment Rubrics
 - Levels 1 - 4
 - Holistic
 - Points Based
- ✓ 7 Different Graphic Organizers
- ✓ Detailed Teacher & Student Directions
- ✓ PDF & Google Slides™ Formats

RESOURCE OVERVIEW

SUGGESTED LESSON SCHEDULE

Response Type	Suggested School Year Timeline	Gradual Release Model Steps
Structured	First few weeks of the year or first month of school.	1. Modelled Examples 2. Independent
Scaffolded	Second month of school, once students understand the structured expectations.	1. Modelled Examples 2. Partners 3. Independent
Independent	Third month of school or sooner depending on your class. Continue these written responses, until the last 2 months of school.	1. Modelled Examples 2. Group Writing 3. Pairs 4. Independent
Advanced	Last 2 months of school, or sooner for more advanced students.	1. Independent

- ✓ Each week assign an article for students to read and respond to.
- ✓ Keep the assignment relevant by using current articles that match your course content.
- ✓ This resource contains four different article of the week assignments that can be used to add variety to the traditional essay response.
- ✓ Each lesson is differentiated by difficulty level and assignment type (e.g., short answer, graphic organizer, essay response, peer-selected).

WHAT'S INSIDE?



ARTICLE OF THE WEEK OVERVIEW

Student Name:

Class:

Article Title: _____

Article Author: _____

Article Source: _____

P
a

STRUCTURED ASSIGNMENT

Prior Knowledge: What background knowledge do you have about this topic?

AOTW - Response Sheet

Brief Article Summary: (3-4 Sentences)

Example From The Article

Connections

SCAFFOLDED ASSIGNMENT

WHAT'S INSIDE?



ARTICLE OF THE WEEK



ASSIGNMENT



Purpose: Regularly reading non-fiction articles helps to build a person's background knowledge. Background knowledge is key to becoming a better reader and writer.

Task: You will be regularly assigned a non-fiction article to read, annotate and write a quality response about.

INDEPENDENT ASSIGNMENT

Response Paragraphs Format:

- Write up is 1 - 3 paragraphs.
- Opening sentence rephrases the question and states your opinion to the question, as well as three proofs to support the opinion.
- Proofs are well explained with details.
- Concluding sentence restates opinion and three proofs.

Assessment:

Refer to the "How to Annotate" and "Response Writing" success criteria, as well as the "Article of the Week" Assessment sheet.

PEER-SELECTED ARTICLE

Task:

1. Select an interesting and thought-provoking article for your classmates to read.
2. Create two questions that will enable your peers to write a well developed response.
3. On your due date, pitch your article to the class, and explain why they should select your article to read and respond to.

Article of the Week Selection Guidelines:

PEER-SELECTED ASSIGNMENT

- Will help promote critical thinking about your topic

Question Criteria:

- Questions need to be "thick" questions not "thin" questions

Thin Questions	Thick Questions
<ul style="list-style-type: none">✓ Easy answers✓ Answers directly found in text✓ Simple comprehension questions (who, what, where, when, why)	<ul style="list-style-type: none">✓ Require deeper thought✓ Rely on background knowledge and thoughts✓ Uses evidence from text to support answer✓ Many possible answers to the question

WHAT'S INSIDE?



LESSON TYPES

Structured: This article of the week lesson is for students who need a step-by-step process for thinking critically about an article. You might also want to start your year with this to get students familiar with reading non-fiction.

Scaffolded: Once students are more familiar with reading non-fiction, and are showing signs of independence, use one or two of the provided graphic organizers within the "scaffolded" section. This will allow students to develop their opinions, while using support from the text.

LESSON PLAN

assignment for the end of the year. Each week, have 4 or 5 students select articles and develop questions for their peers to answer. The students have to try and sell their article to the class with a 30 second to one minute "pitch" oral presentation. Provide the class time to select 1 article to read and respond to.

Notes: Depending on your class, you might want to consider using all of these lesson types at various times of the year to reduce your marking load and maintain student interest. Use class time, when possible, to complete these lessons. Assigning these as homework tasks might not work - depending on your class.

ARTICLE OF THE WEEK ASSESSMENT

Prediction /5	<input type="checkbox"/> Prediction is logical and is explained well using background knowledge.
Summary /5	<input type="checkbox"/> Summary relates to the main ideas of the article.
Connections /10	<input type="checkbox"/> Connections are direct.
Final Mark /20	Feedback:

ARTICLE OF THE WEEK ASSESSMENT

Prediction /5	<input type="checkbox"/> Prediction is logical and is explained using background knowledge.
Summary /5	
Connections /10	
Final Mark /20	

ARTICLE OF THE WEEK ASSESSMENT

Criteria	Approaching Expectations	Expects	Meets	Exceeds
Prediction <input type="checkbox"/> Prediction is logical and is explained using background knowledge.				

Criteria	Level 1	Level 2	Level 3	Level 4
Prediction Prediction is logical and is explained using background knowledge.				

ASSESSMENT OPTIONS

article.

Feedback:

WHAT'S INSIDE?



HOW TO ANNOTATE



- ★ Highlight important information
- ★ Underline interesting information
- ★ Make connections to the article in the margins
- ★ Ask questions about the article
- ★ Write opinions in the margins about the information shared in the article
- ★ Look up "new to you" words and write their meaning above the "new to you" words

You do not need to use each of these options every article annotation. Select the 2 or 3 options that are a good fit for the article.

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RESPONSE WRITING



Format

- Name, class number, class code and date is included in the top right corner of the paper.

ANCHOR CHARTS

- Concluding sentence restates opinion and three points
- ### Overall Writing Quality
- Sentences flow and are not choppy.
 - Transition words are used between paragraphs.
 - Strong word choice.
 - Connections are made to the article and explained

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Thick Questions



deeper thought

- ✓ Rely on background knowledge
- ✓ Uses evidence from text to support answer
- ✓ Many possible answers to the question

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TEACHER FEEDBACK

The image shows several overlapping forms for an 'Article of the Week' activity. The forms include sections for 'Article of the Week Assessment', 'Peer Selected Article of the Week', 'Article of the Week Overview', and 'Making Connections'. The student has filled out the 'Overview' form with the following information:

Article of the Week Overview

Student Name: _____ Class: _____

Article Title: No laughing matter: Comedy in NYC

Article Author: Charles Passy

Article Source: Wall Street Journal

Prediction: Read the title of the article. What do you think this article will be about?
I think that this article will be about the comedy club scene in New York city and its current success

Prior Knowledge: What background knowledge do you have about this topic?

- What is a comedy club?
- How do they fit into the cityscape of NYC?
- What defines success in this arena?

Peer Selected Article of the Week

Task:

1. Select an interesting and thought provoking article for your classmates to read.
2. Create two questions that will enable your peers to write a well de...
On yo... why t...
3. On yo... why t...

Article

Must adv...

Adv...

Making Connections: After reading the article, use this graphic organizer to help you make connections.

Text to Self

I've also visited hotel in NYC and I comedy

Text to Text

Some of the comics featured have been seen in magazines.

Text to Media

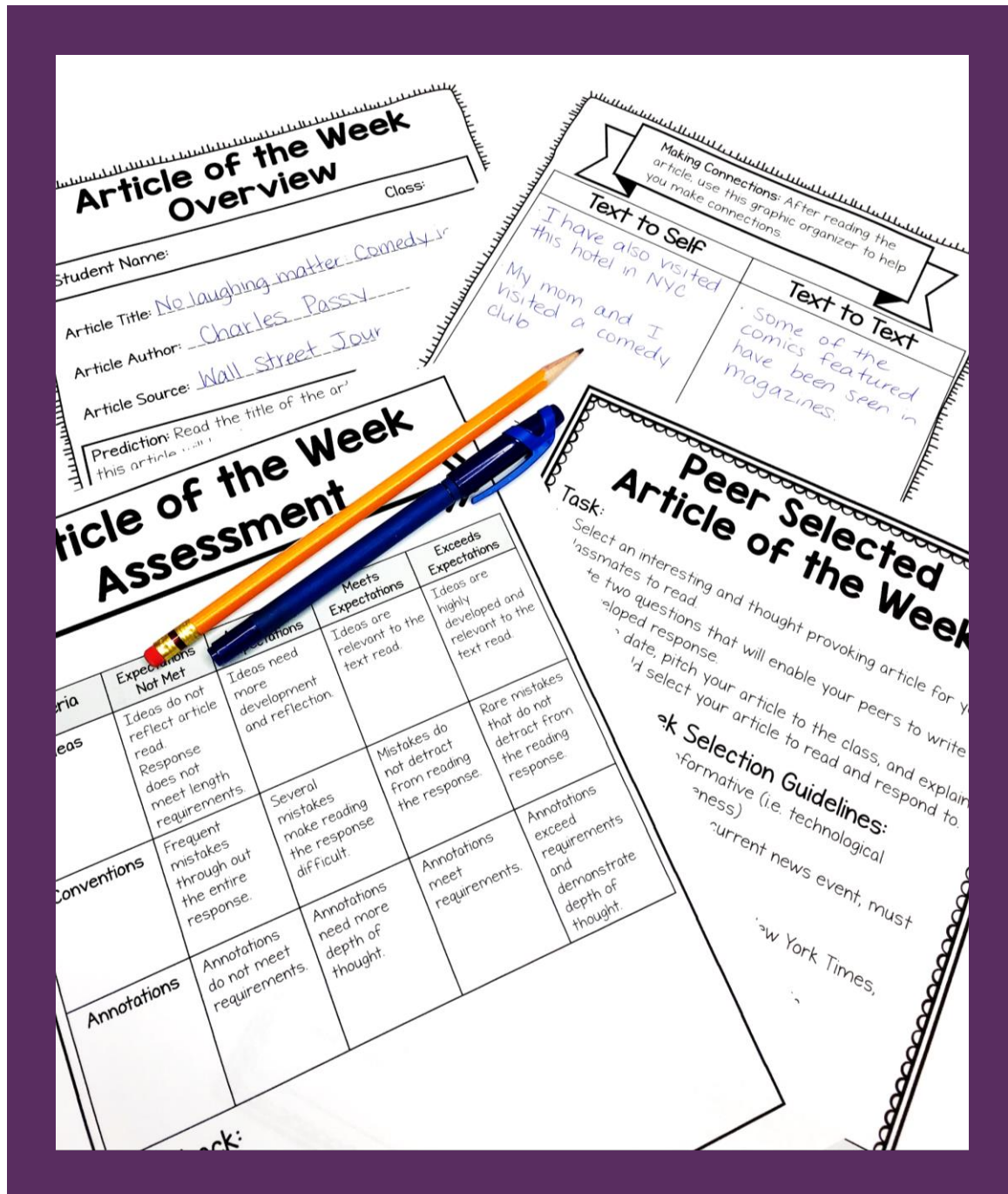
Some of the comics mentioned are Netflix ads for comic book

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“I have used this resource in both grade 5/6 and 7/8. It is a great way to get students engaged in current events, as well as thinking critically about what they are reading. Students are also given the opportunity to infer/predict what they think the article will be about, as well as demonstrate their ability to provide a brief summary of the article.”

– Diana B.

TEACHER FEEDBACK



“I loved the different options and being able to switch it up from week to week. I used these as part of our weekly literacy centres and it was straightforward enough that most kids could complete them independently. I also enjoyed being able to choose whatever article I wanted and not have to change the sheets/slides!”

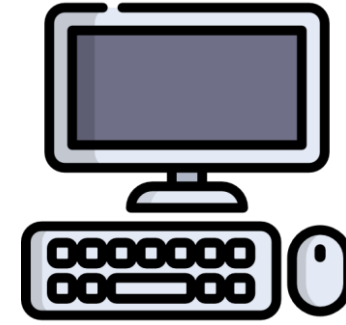
– Cecily B.

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE