

Lesson 5: Creating a Visual Image

Newspaper Focus: News and Feature Stories

Background – Students are better able to comprehend what they read when they remain engaged with the text. One strategy many good readers use is to create mental pictures of the text while they are reading. The ability to create visual images acts as both a mark of comprehension and a tool for remembering what is read. In this activity, students will actively and intentionally create mental pictures to express their understanding of a news or feature story. With practice, they can develop this strategy until it becomes automatic.

5-8 English Standards

A. PROCESS OF READING

7. Summarize whole texts by selecting and summarizing important and representative passages.
8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).
9. Explain orally and defend opinions formed while reading and viewing.
10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.

B. LITERATURE AND CULTURE

1. Demonstrate an understanding that people respond to literature in different and individual ways.
9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

D. INFORMATIONAL TEXTS

2. Identify useful information organizing strategies.
3. Identify both the author's purpose and the author's point of view when reading expository information.

9-12 English Standards

A. PROCESS OF READING

2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.
3. Identify the author's purpose and analyze the effects of that purpose on the text.

B. LITERATURE AND CULTURE

1. Distinguish between the purpose of a literary work and the personal response of an individual reader.
8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.

D. INFORMATIONAL TEXTS

2. Distinguish between apparent fact and opinion in nonfiction texts.
3. Use discussions with peers as a way of understanding information.
5. Analyze and synthesize the concepts and details in informational texts.