NEWSPAPER ARTICLE

Preparing to Read

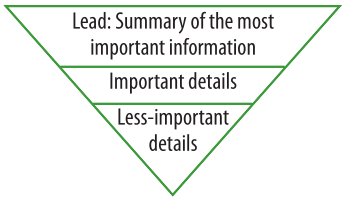
Hawaiian Teen Named Top Young Scientist

Informational Text Focus

Structure and Purpose of a Newspaper Article You can find factual information about current events in newspaper articles. Newspaper articles use the following features to answer the questions *who? what? when? where? why?* and *how?*

- **Headline** A headline usually appears in bold type and identifies the topic.
- **Dateline** The location from which the article was reported and the date appear in the dateline.
- **Byline** A byline gives the name of the reporter or news agency that created the article.
- **Lead** The lead appears at the beginning of the article and states the key event. Most leads grab readers' interest with a catchy or bold statement.
- **Tone** Tone is the writer's attitude toward the subject. The tone of many newspaper articles is serious and straightforward. The tone of magazine articles can be light, lively, or humorous.

Newspaper articles often follow an **inverted pyramid** structure: The most important information is presented first, followed by key details. Less-important details are placed last.



Writing Focus

Preparing for **Constructed Response**

When writing for an assessment, you will often be asked to share your opinion about a topic. As you read, think about how this article relates to your own ideas about science fairs and school contests. Jot down your thoughts in your *Reader/Writer Notebook*.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Vocabulary

scholarship (SKAHL uhr shihp) *n.*: money given to help a student continue to study. *The winner of the science challenge receives a generous scholarship for college.*

competition (kahm puh TIHSH uhn) *n.*: contest. *In this competition the winner will be the student who creates the best science project.*

Language Coach

Suffixes When the suffix *–ship* is added to a noun, it creates another noun that means "the quality or state of" that noun. One definition of the Vocabulary word *scholarship* is "state of being a scholar." See if you can list at least three other words that contain the suffix *–ship*.

Learn It Online

Learn more about the structure of newspaper articles with the interactive Reading Workshops on:

go.hrw.com L8-117 Go

Selection Resources

Collection 1 Resources, on-level practice and assessment, p.

Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

Supporting Instruction in Six Languages,

ThinkCentral Online Assessment, Selection Test

ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students respond to the following statements.

1. Tell about a skill that you have for which you might receive a **scholarship** to college.
2. Describe a **competition** in which sports teams participate.

Language Coach

Use **Language Coach** to help English-language learners acquire word-attack skills. ***Answers:*** *friendship, relationship, ownership*

Have students name words with the prefix *dis–* as you record them on the board.

Informational Text Focus

Give students a copy of the Informational Reading graphic organizer before they read. (**Collection 1 Resources**). Then, have students read the selection, noting the headline, dateline, byline, and lead.

Writing Focus

Have students record examples of the writer sharing his or her opinions in their **Reader/Writer Notebooks.** Students can use their notes to complete the Writing Focus activity.

Learn It Online

Reading Workshops are interactive versions of real-world informational text. Students exercise their reading skills by responding to polls and answering questions in an engaging online format. review at **go.hrw.com.**

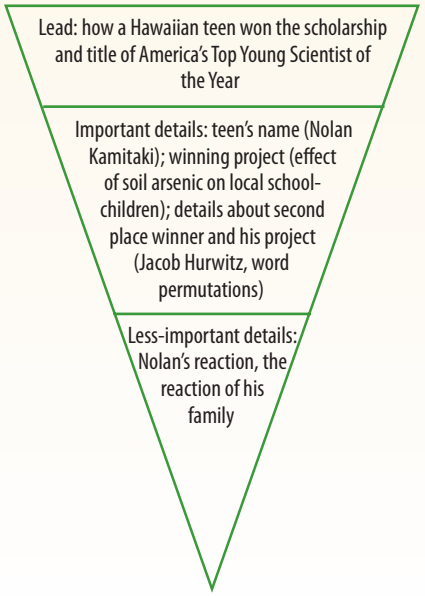
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Direct Teach

Guided Practice

Model and Apply

- Provide students with copies of the Informational Text Focus graphic organizer for "Hawaiian Teen Named Top Young Scientist." (See **Collection 1 Resources**.)
- Read the article aloud pausing after each paragraph to ask students to identify the lead, the important details, and the less-important details. Then, ask them to identify the headline, dateline, byline, and tone of the article. Have students add this information to their graphic organizers.



NEWSPAPER ARTICLE

Hawaiian Teen Named Top Young Scientist

from **Honolulu Advertiser**, October 27, 2006

Read with a Purpose

Read the following article to find out what it takes to become an award-winning young scientist.

Build Background

The Discovery Channel Young Scientist Challenge began in 1998. Each year, tens of thousands of middle school students enter science fairs around the country. After a semifinalist round, the best entries are selected to compete for the title of Top Young Scientist of the Year.

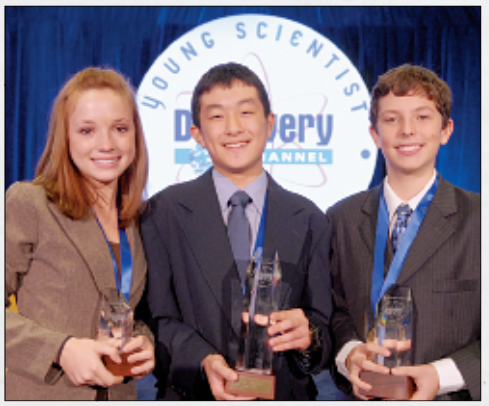
HONOLULU (AP) — A Hawaiian teen has won a $20,000 scholarship and the title America's Top Young Scientist of the Year.

"Right now, I'm more or less in shock," said Nolan Kamitaki, 14. "I was just happy to be in the national competition. I didn't expect this at all." A

The Discovery Channel Young Scientist Challenge is for student grades 5 through 8. The winners were announced Wednesday.

Kamitaki is now a freshman at Waiakea High School. To get to the national competition in Washington, D.C., he first had to win his school science fair, district science fair and then state science fair.

He entered with a project analyzing the effect arsenic[1] in local soils has had on Big Island school children. He also competed against 40 finalists in a series of challenges at the National Institutes of Health.



Nolan Kamataki (center), with the second and third place winners

"I tested for arsenic levels first in the soils of the Keaau and Hilo area, and I tested hair samples of students who attend nearby schools," Kamitaki said. "After reading newspaper

1. **arsenic:** a poisonous element.

A **Informational Focus** **Structure and Purpose**
Do these first two paragraphs follow the inverted pyramid organization? Explain.

Vocabulary **scholarship** (SKAHL uhr shihp) *n.*: money given to help a student continue to study.
competition (kahm puh TIHSH uhn) *n.*: contest.

Selection Readability	
Easily Accessible **Accessible** Challenging	selection provides background information; chronological order; accessible theme
Lexile	**1210**

Selection Summary

This newspaper article describes student winners and their science fair projects as part of a discussion about the Discovery Channel Young Scientist Challenge.



An aerial view near Hilo, one of the areas where Kamitaki tested the soil for arsenic.

Analyzing Visuals

Viewing and Representing What information does this image add to the newspaper article?

articles, I realized there is a big problem with arsenic in the Keaau area where a hotel is about to be built. I decided if it is a problem for tourists, it is definitely a problem for kids who go to the schools there."

Wayne Kamitaki is still having a hard time believing his son won. "He felt he had a chance, but we didn't want him to get too excited. The odds were difficult," he said. "We're so proud of him." The younger Kamitaki said he hasn't yet decided what he'd like to study in college, but he's leaning toward medicine or physics.

His father said he hopes his son's win will encourage other students in the islands. "He's from the public school system from Hawaii. Hawaii is such a small state and sometimes it is overlooked," he said. "Hopefully this shows people that Hawaii's kids can compete." B

Maryland Teen Takes Second Place C

A freshman at Montgomery Blair High School took second place in the Discovery Channel's Young Scientist Challenge for the science project he and a friend did at Robert Frost Middle School last year.

Jacob Hurwitz will get a $10,000 scholarship as a result. He and his partner Scott Yu presented their project called "Discombobulated,"[2] which took people with various education levels, family histories, and other factors and looked at their understanding of word permutations.[3]

The results, not surprisingly, indicated that those who attended preschool or whose parents went to college did better, while those who often missed class did the worst.

2. **discombobulated** (dihs kuhm BAHB yuh lay tihd): slang term that means "very confused."
3. **permutations:** here, the different forms of related words, such as *perspective, respected, spectacles.*

Read with a Purpose What qualities do you think helped the competition winners succeed?

B **Read and Discuss** What have we learned about Nolan Kamitaki?

C **Informational Focus** **Structure and Purpose** What new topic does this subheading introduce?

Differentiating Instruction

Readers Gaining Proficiency

To help students read "Hawaiian Teen Named Top Young Scientist," model the reading skill of identifying structural and style elements. Tell students to first read the headline, which tells readers that a Hawaiian teenager won an award. Then, students should check the dateline and byline. This will tell them that this article was reported in Honolulu by the Associated Press. Reading the lead also gives readers important information. It tells them that the teen won a $20,000 scholarship. If readers want to learn who won the scholarship they will need to keep reading.

Learners with Diverse Needs

Explain that journalists use an inverted pyramid organization when writing articles because editors frequently cut or shorten articles to fit the space allotted to them. Challenge students to find a two- to three-page newspaper article and edit the content of the article to one page. Encourage students to literally cut the article and paste the sentences or paragraphs into an inverted pyramid. Ask students whether they think the inverted pyramid organization helps or hinders this process.

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Ask them to brainstorm a list of character traits that they think would make someone a good scientist. Record students' ideas on the board. As students read, have them use the text to revise this list.

Comprehension

A Informational Focus

Possible response: *The first paragraph follows the inverted pyramid organization because it details the article's most important information; however, the second paragraph covers the winner's emotions, a less important detail.*

B Read and Discuss

Possible response: *He is a student from Hawaii who won the Discovery Channel Young Scientist Challenge.*

C Informational Focus

Possible response: *This subhead introduces information about the second-place winners.*

Check for Understanding

Use the Read with a Purpose follow-up question to assess students' understanding. ***Possible response:*** *The competition winners all had an interest in some aspect of the world and developed and organized a plan to study and record their observations.*

Analyzing Visuals

Viewing and Representing: *It shows what the topography of Hawaii looks like, a sight that may be unfamiliar to many viewers.*

Review

Independent Practice

Answers and Explanations

1. ***D*** *Although the other answer choices are part of the article, they do not appear in the lead.*
2. ***C*** *The dateline contains the location of the story.*
3. ***C*** *This choice identifies both the student's name and where he attends school.*
4. ***D*** *A person might use strategy (A) or understanding (B) to participate in a competition. A reward (C) may result from winning a competition.*
5. ***D*** *Students use scholarships to pay tuition fees so that they can remain in school.*

Writing Focus

Possible response: *Students may think science fairs are good because they encourage students to learn and experiment; other students may think they are a bad idea because they force students to compete with one another.*

What Do You Think Now?

Remind students that Kamitaki studied arsenic levels in soil. The article mentions schoolchildren and hotel guests. Have students brainstorm the possible benefits of the study for these and other populations.

Assess

Collection 1 Resources, Selection Test

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation

NEWSPAPER ARTICLE

Applying Your Skills

Hawaiian Teen Named Top Young Scientist

Practicing the Standards

Informational Text and Vocabulary

1. What information do you learn in the **lead** of this newspaper article?
   - **A** The winner's science fair project was about arsenic.
   - **B** There are high levels of arsenic in some of Hawaii's soil.
   - **C** Students from the fifth through eighth grades compete in this national science contest.
   - **D** A teenager from Hawaii was named America's Top Young Scientist.

2. In what feature of a newspaper article would you find the place where the story was reported?
   - **A** Headline
   - **B** Lead
   - **C** Dateline
   - **D** Byline

3. Which of the following statements from the article answers both *where?* and *who?* questions?
   - **A** "The Discovery Channel Young Scientist Challenge is for student grades 5 through 8."
   - **B** "Wayne Kamitaki is still having a hard time believing his son won."
   - **C** "Kamitaki is now a freshman at Waiakea High School."
   - **D** "The winners were announced Wednesday."

4. A *competition* is one kind of —
   - **A** strategy
   - **B** understanding
   - **C** reward
   - **D** contest

5. The purpose of a *scholarship* is to help a student —
   - **A** remember facts
   - **B** avoid tests
   - **C** skip a grade
   - **D** afford to keep studying

Writing Focus — Constructed Response

Winning a contest feels great, but losing is not so fun. Do you think that contests such as science fairs are good for students? Share your opinion, and give examples to support it.

What Do You Think Now? Nolan Kamitaki's scientific study won him a prize. What other benefits might his study have had?

SKILLS FOCUS pp. 120–121

Informational Skills
- Analyze the structure and purpose of a newspaper article.
- Understand the structure and purpose of instructions.

Vocabulary Skills
- Demonstrate knowledge of literal meanings of words and their usage.

Writing Skills
- Support persuasive arguments with reasons and evidence.