

Paper Picker Press - Core Objectives

The following is a breakdown of the core objectives for The Paper Picker Press, and preliminary guidelines for recognizing when these objectives are being met.

1. To infuse each student with an ownership of texts and to awaken their capacity to interpret them.

One way in which students demonstrate this ability is by articulating what they do/don't like about a text and explaining why. They must push beyond dismissive answers like "It's boring."

Example Question: "What do you think is the worst part of this story?"

Example Answer: "I don't like how the girl chooses the littlest bed, because I think even though she's little, she would like to spread out in a bigger bed."

2. To enable students to connect stories with lived experience.

One way in which students demonstrate this ability is by relating elements of their lives to elements of the story.

Example Question: "What do you think of the part where the girl eats the porridge?"

Example Answer: "It's gross, I hate porridge, but my grandma always makes me eat it. Goldilocks must have really funny taste buds."

3. To reveal that no text is immune to creative intervention.

One way in which students demonstrate this ability is by citing a place where they would change an element of the story or by explaining why they wouldn't change anything.

Example Question: "What would you change about Goldie Locks?"

Example Answer: "I would make the bears a lot bigger and scarier because I like more adventure and then she really would have learned her lesson."

4. To show students that reading and writing are two parts of the same process and encourage them to read, write, and respond creatively.

One way in which students demonstrate this ability is by recognizing that when we read, we naturally fill in blanks with our imaginations.

Example Question: "What do you think the author left out when he/she wrote this story?"

Example Answer: "The part where Goldilocks trips on her way out of the house. Her shoe got caught on the stairs because she was rushing and scared."

5. To illuminate language itself as a trigger for artistic endeavors.

One way in which students demonstrate this ability is by giving the words themselves descriptions, characteristics or strength.

Example Question: "Pick your favorite word in this story and tell me why you like it and what it makes you think of."

Answer: "Growled. Because it sounds scary and makes the bears seem mean."