

Unit 4 WRITING - Journalism: News, Investigation, and Editorial

Overview

Students will learn to become keen observers of the world around them to report on newsworthy events quickly and concisely to their readers. In taking a deeper look at the how and the why of those events, students will investigate topics that interest them to consider the different angles of a story, issue, or event. Finally, students will write about an issue they care about in an editorial that uses support for the claim as well as narrative techniques to engage the reader.

21st Century Capacities: Product Creation

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.W.8.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.8.8](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

[CCSS.ELA-LITERACY.W.8.2](#)

Write informative/explanatory texts to

Transfer:

Students will be able to independently use their learning in new situations to...

1. Generate and capture ideas to pursue in writing (Product Creation).
2. Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes, and messages. (Product Creation)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.
2. Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.
3. Unit Focus: Readers and writers have the responsibility to be discriminating evaluators of information, and to present information accurately.

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. What makes a topic newsworthy?
- B. How does my purpose for writing (reporting, investigating, editorializing) influence what I write and the way I write?
- C. How do readers analyze a problem and present their own position?

Grade 8 ELA Curriculum

examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Acquisition:	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ol style="list-style-type: none"> 1. Angle, bias, editorial, lead, source, headline, investigative journalism, spin 2. Narrative techniques to engage readers, such as personal examples and quotes, vivid descriptions, and dramatic storytelling 3. Structure of a news story 	<ol style="list-style-type: none"> 1. Writing various styles of journalism (news, investigation, editorial) 2. Separating fact from opinion 3. Using research to take a stance or form an opinion 4. Editing and revising work for a certain purpose or audience