Unit 5: Editorial Writing

Content Area: **Language Arts Literacy**
Course(s): **School Newspaper**
Time Period: **May**
Length: **6 weeks**
Status: **Published**

Transfer

Unit Goals:

- Incorporate verifiable research and accurate reporting into all writing
- Compose using factual accuracy, proper grammar, and appropriate and intriguing language
- Understand the functions of an editorial

Enduring Understandings

By the end of this unit students will understand that…

- Not all newspaper writing is objective.
- The purpose of an editorial is TO EXPRESS a point of view, and often, to PERSUADE others' agreement.
- In an editorial, reasons grounded in fact are presented in order to express opinions and persuade.
- "Columns" and "Reviews" are other types of newspaper writing that are not objective.
- The editorialist, columnist, reviewer, and all other journalists who express opinion rather than reporting news must maintain high standards of accuracy and integrity in order to cultivate a respected reputation.

Essential Questions

By the end of the unit students will be able to answer…

- When is newspaper writing NOT objective?
- Why are editorials a vital part of democratic society, and a respected news publication?
- Who writes editorials? Why do we trust some editorials but not others?

Content

Vocabulary

Vocabulary

5w+1H

Angle

Attribution

Banner

Beat

Bias

Byline

Caption

Column

Copy

Copy editor

Cutline

Deck

Editor

Editorial

Ethics

Feature

Flag

Grabber

Hard news

Headline

Hole

Human interest story

Investigative journalism

Inverted pyramid

Jump head

Justified

Layout editor

Lead

Libel

Op ed page

Off the record

Plagiarism

Point of entry

Proofreading

Pull out quote

Side bar

Slander

Soft news

Source

Style

Summary lead

tabloid

Learning Objectives

- Analyze editorials, opinion pieces, and columns for structure, style, and content
- Write their own columns which will maintain a common, identifiable tone and writing style
- Conduct research and write editorials which utilize a variety of sources
- Evaluate and analyze current events, in order to express valid opinions of those events
- Read and analyze editorials for source of information
- Analyze sample editorials for organization and style
- Compare and analyze editorials with differing opinions on the same issues
- Write editorials that are informative and persuasive
- Write columns that are informative and entertaining
- Write reviews that are informative, persuasive and entertaining
- Use print and online resources to research and gather information for writing editorials
- Develop appropriate voice and tone when writing editorials, columns and reviews, so as to engage but

not offend audience
- Revise and edit writing using feedback from others
- Use proper grammar and conventions in writing
- Complete written editorial assignments and maintain work in a portfolio
- Interview and present findings on feature subjects
- Create stories for submission
- Discuss and present on sample feature stories

Resources

Potential Works of Study

USA Today

Washington Post

Wall Street Journal

NYT.com

Local and national newspapers

The United States Constitution

Government databases

University libraries

The Associated Press Archives

The American Press Institute: High Five Integrated Language Arts and Journalism Curriculum

Standards

CCSS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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.
CCSS.ELA-Literacy.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.9.a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
CCSS.ELA-Literacy.W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.