

Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student further explores the genre of non-fiction by studying newspapers and reporting on challenges facing his/her community. He/she examines the differences between fact and opinion through comparing news and editorial articles. The student creates his/her own classroom newspaper publication, complete with news reporting, editorials, and interviews of community or school leaders who are tackling challenges faced by the community.
Transversal Themes:	Research, Communication, Responsibility, Prevention, Quality of Life, Restoration
Integration Ideas:	Social Studies, Current Events, Environmental Studies

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How do challenges lead to new learning?
EU1. Challenges are opportunities for new understanding.
- EQ2.** What is considered newsworthy?
EU2. Readers must read news with a critical eye to distinguish what news is most important.
- EQ3.** What service does a newspaper provide to a community?
EU3. A newspaper is a resource that keeps members of the community informed.
- EQ4.** How can I learn more about what is going on in my community and the world?
EU4. We can learn about our local and global community through various media sources.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to apply his/her knowledge to interact with others using written and spoken language and to function on a highly pragmatic level.
- T2.** The student will leave the class able to apply his/her knowledge to gather relevant information, and to organize and present findings for a particular purpose (to inform, persuade, etc.).
- T3.** The student will leave the class able to apply his/her knowledge to follow the steps of the writing process and produce published, written work.
- T4.** The student will leave class able to apply his/her knowledge to construct written work that incorporates appropriate grammatical and conventional structures to accurately express his/her ideas.

The student acquires skills to...

- A1.** Listen, read, write, and respond to complex instructions.
- A2.** Answer and formulate closed- and open-ended questions in both formal and informal scenarios.
- A3.** Identify and paraphrase information found in news text and to utilize text features (i.e., caption, byline, photograph, headline, heading, subheading, table of contents, etc.) to build comprehension.
- A4.** Conduct research to write his/her own news article, distinguishing between fact and opinion, using the information to inform and/or persuade the intended audience, and following the steps of the writing process.

Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

A5. Identify and employ complete sentences, commas, pronouns and transitions to communicate effectively in writing.

Puerto Rico Core Standards (PRCS)	
Listening	
6.L.1a	Listen attentively, stay focused, ask/answer detailed closed and open-ended questions, express appropriate reasons, and begin to express opinions or to clarify positions using complete sentences and correct grammar.
6.L.1c	Listen, memorize, and respond to complex instructions, expressing self using complete sentences.
Speaking	
6.S.2	Respond orally to closed and open-ended questions.
6.S.2a	Listen, analyze, and respond to complex instructions.
6.S.2c	Answer and formulate both closed and open-ended questions in both formal and informal discussions.
6.S.3	Use appropriate vocabulary, including homonyms, homographs, and grammatically correct language to discuss experiences and texts with precision and detail.
6.S.4	Negotiate with or persuade others in conversations using grade-appropriate vocabulary, as well as open responses, to provide and support counter-arguments.
Reading	
6.R.3I	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
6.R.4I	Determine the meaning of academic and content-specific words and phrases in an informational text.
6.R.6I	Analyze the same event or topic from different informational text sources, noting similarities and differences in the point of view they represent.
6.R.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
6.R.9I	Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.
Writing	
6.W.1	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify opinions or persuade others by providing relevant textual evidence or background knowledge.
6.W.5	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
6.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.W.8	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.
Language	



Unit 6.3: Non-Fiction Study: Newspapers and Current Events

English as a Second Language

7 weeks of instruction

6.LA.1	Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.
6.LA.1a	Use pronouns (including intensive pronouns) correctly and ensure they are in the proper case (subjective, objective, possessive).
6.LA.1g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
6.LA.2a	Use commas correctly in all situations.
6.LA.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
6.LA.5d	Apply words that signal contrast (e.g., <i>addition, however, although, nevertheless, similarly, moreover, in addition</i>) to provide subtle differences in meaning.
6.LA.5e	Use conjunctions correctly.

Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 6.S.3 6.R.3I 6.R.4I 6.R.6I 6.R.9I 6.W.5 6.W.7 6.W.8 6.LA.1</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3 EQ4/EU4</p> <p>T/A: T2 T3 A3 A4</p>	<ul style="list-style-type: none"> The differences between fiction and non-fiction. Text features in newspapers that enhance comprehension (headlines, bylines, subheadings, captions, photos, table of contents). 	<ul style="list-style-type: none"> Byline Caption Expository text Features Fiction Headline News article Newspaper Non-fiction Photo(graph) Subheading Table of contents 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Integrated Assessment 6.3</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 6.3”). <p>Writing a News Article</p> <ul style="list-style-type: none"> The student writes a news article about a challenge his/her school or community is facing. He/she researches the topic through a variety of sources and takes his/her article through the writing process so that it may be published in the class newspaper. 	<p>Story to Article</p> <ul style="list-style-type: none"> The student independently employs appropriate non-fiction text features and organization by re-writing a well-known story into a news article. The teacher assesses student mastery and corrects errors prior to the performance task. <p>Vocabulary Inference Chart</p> <ul style="list-style-type: none"> The student completes the chart for vocabulary he/she encounters in news texts, focusing on utilizing inference strategies (See Attachment: 6.3 Other Evidence – Vocabulary Inference Chart). <p>Reflective Journal</p> <ul style="list-style-type: none"> The student completes a journal entry after finishing the performance task (See Attachment: 6.3 Other Evidence – Reflective Journal). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Expository Text Features: Newspapers</p> <ul style="list-style-type: none"> The student brainstorms with the class to identify examples of where he/she can find authentic (real-life), expository texts. The teacher models how to examine the structure of a newspaper and discusses why it is organized in a particular way (i.e., How do they pick what goes on the front page? How do I find where something is in the paper? What do they put on the back of the paper?). The teacher collects a class set of newspapers and creates a Newspaper Scavenger Hunt to help students identify examples of the different text features in a newspaper (i.e., headlines, photos, captions, bylines, subheadings, captions, table of contents, etc.) (See Attachment: 6.3 Graphic Organizer – Identifying Expository Text Features). The teacher explains to students that newspaper articles answer the questions <i>who, what, where, when, and why</i>. The teacher shows them an example by answering each of the five <i>W</i> questions using the popular rhyme “Jack & Jill.” For example:



Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

					<ul style="list-style-type: none">○ Who? Jack and Jill○ What? Fell down and broke crown○ Where? On the hill○ When? Sometime in the past○ Why? Trying to fetch water
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Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 6.S.4 6.R.8 6.R.9I 6.W.1 6.W.5 6.W.7 6.W.8 6.LA.1</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p>T/A: T2 T3 A3 A4</p>	<ul style="list-style-type: none"> The differences between fact and opinion, particularly the styles of writing that include each type. 	<ul style="list-style-type: none"> Article Editorial Fact News Opinion 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Writing an Editorial Article</p> <ul style="list-style-type: none"> The student writes an editorial article, explaining a challenge that his/her school or local community is facing and proposes a solution based on his/her research and opinion. The student takes his/her article through the writing process so the article may be published in the class newspaper. 	<p>Fact and Opinion Log</p> <ul style="list-style-type: none"> The student creates and maintains a running log of statements that he/she hears, organizing the statements into either the “fact” column or the “opinion” column. The teacher performs random checks of his/her log as a warm up and/or exit ticket and asks the student to identify and explain why he/she knew a statement was a fact or an opinion. The teacher clarifies any confusion or misconception prior to the performance task. <p>Reflective Journal</p> <ul style="list-style-type: none"> The student completes a journal entry after finishing the performance task (See Attachment: 6.3 Other Evidence – Reflective Journal). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Fact and Opinion</p> <ul style="list-style-type: none"> The teacher models and the student writes 5 facts and 5 opinions about him/herself. The student shares his/her facts and opinions with a partner, who identifies which sentences are facts and which are opinions. The student plays the fact and opinion game in a small group. (See Attachment: 6.3 Learning Activity – Fact and Opinion Game) In a group of four, the student places all of the cards in the center. The first student draws a card and states the number on the card. The student to his/her right holds the answer key. The student reads aloud his/her card and tells whether it is a fact or opinion. The student with the answer key checks. If the student is correct, he/she keeps the card, if he/she is wrong, the card goes to the bottom of the pile. The group takes turns until all of the cards are gone. The student with the most cards wins. The student reads examples of news articles and editorial articles and underlines facts and opinions in each type of article. The teacher leads a discussion regarding how facts and opinions are used differently in



Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

					these pieces and which appears more in which type of article (i.e., opinions are included in editorials, but they also require facts to strengthen their argument).
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Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 6.L.1a 6.L.1c 6.S.2 6.S.2a 6.S.2c 6.W.5 6.W.8 6.LA.1a 6.LA.1g 6.LA.2a 6.LA.3a 6.LA.5d 6.LA.5e</p> <p>EQ/EU: EQ1/EU1 EQ4/EU4</p> <p>T/A: T1 T2 T4 A1 A2 A3 A5</p>	<ul style="list-style-type: none"> The differences between complete sentences, fragments and run-on sentences. The differences between statements and questions, and how to write both types of sentences. How to correctly use commas in his/her writing, both to signal transition and to separate lists of information. How to distinguish between each type of pronoun and correctly use pronouns in his/her own writing. 	<ul style="list-style-type: none"> Closed-ended Comma Open-ended Predicate Pronoun (subject, object, possessive) Question Run-on sentence Sentence Sentence fragment Statement Subject Transition(al) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Writing a Leadership Profile Piece</p> <ul style="list-style-type: none"> The student writes an article profiling an important leader in his/her school or local community, gathering information through a personal interview and compiling that information into a piece that highlights the leader’s background, challenges and strategies to improve his/her community. The student takes his/her article through the writing process so that it may be published in the class newspaper. 	<p>Pronouns Quiz (1 and 2)</p> <ul style="list-style-type: none"> The student completes a quiz that assesses his/her understanding of pronouns and how they are different than nouns, as well as the different types of pronouns. The teacher provides feedback prior to the student completing the profile performance task. <p>Following Instructions with Grammar</p> <ul style="list-style-type: none"> The teacher incorporates all of these grammar concepts into a listening activity to practice following directions. The student follows teacher’s directions, manipulating a sentence on a personal whiteboard, based on the teacher’s instructions. The teacher can provide these directions and then ask the student a variety of questions as formative assessment. The student writes the 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Grammar Practice for Non-Fiction Writing</p> <ul style="list-style-type: none"> The teacher introduces complete sentences, explaining that they need a subject and a predicate for it to be a complete sentence. The teacher shows the School House Rock video about subjects and predicates (See Additional Resources section for URL). The teacher writes fragments, complete sentences, and run-on sentences on sentence strips. The student classifies each sentence strip according to the sentence type. After discussing the different types of sentences, the teacher introduces the difference between statements and questions. The teacher models how to turn a statement into a question and vice-versa, also focusing on open- and closed-ended questions. The student practices writing open- and closed-ended questions, which he/she then asks to a partner to prepare for interviewing a community leader. The student also practices combining and expanding upon information gained during this interview practice in preparation for the leadership



Unit 6.3: Non-Fiction Study: Newspapers and Current Events

English as a Second Language

7 weeks of instruction

				<p>statement, “The girl walks,” and the teacher asks, “Is this a complete sentence?”</p> <ul style="list-style-type: none"> • Now, the student adds that the girl also sings and eats. The teacher asks, “How would you write that correctly in a sentence? How many commas did you use? What purpose does the comma serve?” • Now, the student makes this sentence a run-on sentence and the teacher asks, “How did you do that? What does your sentence say?” <p><i>Reflective Journal</i></p> <ul style="list-style-type: none"> • The student completes a journal entry after finishing the performance task (See Attachment: 6.3 Other Evidence – Reflective Journal). 	<p>profile performance task (See Attachment: 6.3 Graphic Organizer – Question Chart).</p> <ul style="list-style-type: none"> • The teacher also introduces commas and conjunctions and explains their use in sentences -- to make lists, transition ideas, and to keep sentences from being run-ons. The teacher plays a video to explain this more fully (See Additional Resources section for URL). • The teacher puts a sentence up on the board and the students take turns putting large, paper commas in the correct place to make the sentence grammatically correct. Similarly, the teacher puts several sentences up on the board for the students to determine how to use conjunctions and commas to create longer, more fluid sentences and to show appropriate relationships among ideas. • The teacher also introduces transition words (especially to signal contrast) and models the connection between transition words and their use with commas. The student uses transition words for his/her writing during each performance task but, before starting the tasks, the teacher provides the class with the reference sheet of transition words and reviews the meaning and use of the words in non-fiction writing (See Attachment: 6.3 Writing Tool – Transitional Phrases). • The teacher introduces pronouns by showing the School House Rock video about pronouns (See Additional Resources section for URL) and explaining the purpose of pronouns.
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Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

					<ul style="list-style-type: none">• Next, the teacher identifies different pronouns and creates an anchor chart organizing pronouns into subject, object and possessive pronouns as preparation for using them in the leadership profile performance task.
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Unit 6.3: Non-Fiction Study: Newspapers and Current Events
English as a Second Language
7 weeks of instruction

STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *TIME For Kids*: <http://www.timeforkids.com/>
- *National Geographic Kids*: <http://kids.nationalgeographic.com/>

Additional Resources

- Activities on complete and run-on sentences and fragments (See Attachment: 6.3 Resource – Sentences)
- Resource on using word walls to improve instruction (See Attachment: 6.3 Resource – Using Word Walls to Improve Instruction).
- Non-Fiction text on climate change (See Attachment: 6.3 Text – Climate Change)
- Traits of non-fiction (See Attachment: 6.3 Text – Traits of Non-Fiction)
- School House Rock subject/predicate video: <http://www.youtube.com/watch?v=iG7jEmZu1Wo>
- School House Rock pronouns video: <http://www.youtube.com/watch?v=koZFca8AkT0&feature=kp>
- Punctuation People comma video: http://www.youtube.com/watch?v=75R_EcxLVHg

Unit 6.3: Non-Fiction Study: Newspapers and Current Events

English as a Second Language

7 weeks of instruction

Performance Tasks

Writing a Leadership Profile Piece

The student writes an article profiling an important leader in his/her school or local community. He/she gathers information through a personal interview and compiles that information into a piece that highlights the leader's background, challenges and strategies to improve his/her community. The student takes his/her article through the writing process so that it may be published in the class newspaper.

- The teacher reads aloud examples of profile pieces in magazines and from the Internet that profile an important leader in the community, in Puerto Rico, or in the World. The teacher leads a discussion about this type of writing.
- The student selects a school or local leader to profile for the newspaper (ideally someone who is working to improve the school or community, or someone who is facing a challenge).
- Next, the student writes at least five open-ended questions to ask the leader during an interview.
- The student interviews the leader, asking his/her questions and elaborating/following up with other questions when necessary. The student may interview the leader in person, over the phone or in an email, depending on schedules and availability.
- Once the student interviews a leader, the teacher models and explains the features and format of this type of writing:
 - Basic biographical information about the subject
 - His/her role in the school/community
 - How he/she demonstrates leadership
 - Which issues/challenges he/she is working to improve
 - His/her accomplishments
 - His/her proposed solutions/next steps for addressing issues/challenges
- The student revises his/her profile for clarity and adds transitional phrases to make his/her writing more descriptive for the reader (See Attachment: 6.3 Writing Tool – Transitional Phrases).
- The student edits his/her work using the leadership profile rubric (See Attachment: 6.3 Writing Tool – Leadership Profile Rubric).

Writing a News Article

The student writes a news article about a challenge his/her school or community is facing. He/she researches the topic through a variety of sources and takes his/her article through the writing process so that it may be published in the class newspaper.

- The student brainstorms a list of challenges facing his/her school or community, including ideas from classmates, family and neighbors.
- After brainstorming, the student selects one of the challenges to investigate further as a topic for his/her news article.
- Next, the student researches the challenge using information acquired from the local newspaper and the local government office. He/she also interviews local officials and community members about the challenge. The student may obtain quotes through an in-person interview or from other sources, such as previously written material.
- The teacher models how to organize a news article using an “inverted pyramid format”. The most important information is at the top (beginning of article) and the least important information is at the bottom (end of article). (See Attachment: 6.3 Performance Task – Writing a Newspaper Article). The teacher provides a graphic organizer for students to write their first draft (See Attachment: 6.3 Graphic Organizer – Newspaper Article Planning).
- The student revises his/her article for clarity and adds transitional phrases to make his/her writing more descriptive for the reader (See Attachment: 6.3 Writing Tool - Transitional Phrases).
- The student edits his/her work using the newspaper article rubric (See Attachment: 6.3 Performance Task – Newspaper Article Rubric).

Writing an Editorial Article

The student writes an editorial article, explaining a challenge that his/her school or local community is facing and proposing a solution based on his/her research and opinion. The student takes his/her

Unit 6.3: Non-Fiction Study: Newspapers and Current Events

English as a Second Language

7 weeks of instruction

article through the writing process so that it may be published in the class newspaper.

- The student brainstorms a list of challenges facing his/her school or community, including ideas from classmates, family and neighbors.
- After brainstorming, the student selects one of the challenges to research and proposes a potential solution to the challenge.
- Next, the student researches the challenge using information acquired from a variety of sources, including individuals in the community and other reliable print sources.
- The teacher models how to write an editorial, reminding students to use moderate language and to include facts that help support strong, logical arguments. The teacher also models the proper format of an editorial, showing other editorials from newspapers as examples:
 - Headline
 - Explain the problem
 - Explain the other side and its weaknesses
 - Explain his/her solution and its strengths
 - Support his/her solution with facts and examples
 - Restate his/her position + view of the future
- The student revises his/her editorial for clarity and adds transitional phrases to make his/her writing more descriptive for the reader (See Attachment: 6.3 Writing Tool – Transitional Phrases).
- The student edits his/her work using the rubric for an editorial (See Attachment: 6.3 Writing Tool – Rubric for an Editorial).

Unit 6.3: Non-Fiction Study: Newspapers and Current Events

English as a Second Language

7 weeks of instruction

Suggested Sample Lessons

- Unit on writing a news article (See Attachment: 6.3 Sample Lesson – Writing News Articles)
- Lesson on creating a classroom newspaper: <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-newspaper-249.html?tab=4#tabs>
- Lesson on writing editorials: <http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-audience-writing-effective-929.html?tab=4#tabs>
- Lesson on writing editorials (See Attachment: 6.3 Sample Lesson – Writing Editorials 2)
- Lesson on using question/answer relationship: <http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-self-questioning-227.html?tab=4#tabs>