|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Journalism | Monday | Tuesday | Wednesday | Thursday | Friday |
| Content Objective | I can apply my knowledge of editing skills by peer editing a partner’s article. | I can apply my knowledge of lead writing to complete a lead-writing exercise. | I can understand the concept of the inverted pyramid by outlining each level of the pyramid. | I can analyze the news writing process by watching Ms. Elliott write a news article based on given facts. | I can apply my news writing knowledge to my own news article based on given facts. |
| Language Objective | I can read a partner’s article and offer guidance and support to strengthen their article by using frames such as “one thing you did well was….” | I can write leads for a news article using my news writing knowledge. | I can orally explain each level of the inverted pyramid in a class discussion. | I can listen to give feedback on Ms. Elliott’s writing of a news article based on given facts. | I can write a news article over the class period using my knowledge of news writing tactics. |
| Activity | Editing articles | Lead Writing | Inverted Pyramid | Ms. Elliott writing article | News Article Writing |
| Vocabulary |  |  |  |  |  |
| Standard | [CCSS.ELA-LITERACY.WHST.6-8.5](http://www.corestandards.org/ELA-Literacy/WHST/6-8/5/) 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.WHST.6-8.10](http://www.corestandards.org/ELA-Literacy/WHST/6-8/10/) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | [CCSS.ELA-LITERACY.WHST.6-8.10](http://www.corestandards.org/ELA-Literacy/WHST/6-8/10/) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | [CCSS.ELA-LITERACY.WHST.6-8.5](http://www.corestandards.org/ELA-Literacy/WHST/6-8/5/) 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.WHST.6-8.10](http://www.corestandards.org/ELA-Literacy/WHST/6-8/10/) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |