These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

This ten-lesson mini unit introduces students to critical analysis through informational writing. This unit emphasizes information literacy skills through the study of digital media and the analysis of information for accuracy and purpose. Students will actively engage with a variety of information media platforms, and they will write descriptions and analysis that demonstrate critical thinking skills. At the conclusion of the unit, students will use what they have learned to create an infographic, along with a detailed analysis of their own work.

Lesson Six: News Information

In this lesson, students will learn the six purposes of news information and how to identify them in real-life examples through an interactive lesson. They will learn why it is important to know who creates news and why. They will read an article to learn more about how to determine a news article is not real, and they will consider their role in stopping the spread of false stories.

NOTE: This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
### Learning Targets

| I can analyze text, video, and images to identify its purpose. |
| I can demonstrate my understanding of the six purposes of news information. |
| I can identify facts, definitions, and details. |

#### Lesson “Small Make(s)”

- InfoZones Lesson Engagement/Responses
- Article Responses & Reflection

#### Unit “Big Make”

- **Infographic** with accompanying analysis (framed by Lesson Nine Research Guide)
- Infographic Rubric

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### Standard Alignment

**Standard(s):**

ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**WIDA English Language Development Standards for English learners (ELs):**

Teachers of ELs are encouraged to use the resources in the WIDA English Language Development Standards Framework, 2020 Edition, to design language expectations (p.28) specific to the GSE. Examples of the English language needed to support informational writing can be found on pp. 186-187.
Instructional Design

For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

Materials

Teacher—computer, projector, Internet access, a free Adobe Creative Cloud account or Canva for Education account could be created at this time for the students’ cumulative project (information guide), InfoZones lesson (News Literacy Project, 2021)

You are encouraged to preview the lesson in its entirety before assigning it for students to ensure all examples are appropriate for your classroom use. Considering tending, some of the topics may accomplish their purpose to provoke.

Students—handout, computer/device, Internet access, Informational Writing: Lesson Six Handout (Unplugged), InfoZones lesson (News Literacy Project, 2021)

Disclaimer: The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.
Engage
Opening:

**Synchronous**
Access the free InfoZones lesson (News Literacy Project, 2021). Throughout this first interactive part of the lesson, stop as appropriate to engage your students in discussion and/or to clarify understandings.

- Use the bottom-line chart and choose Slide 2 and watch the video.
- Read Slide 3 and discuss with students and choose answers.
- Proceed to Slide 4 and watch the video, and then skip to Slide 6 and watch the video.
- Proceed to Slide 7 complete the exercise as a class. You will need to click on each example to view it and then click on the back arrow to go back to the exercise.
- Proceed to Slide 8 and watch the video. The reporter will go over the 6 primary purposes of news information again. Encourage your students to take notes.

**EBP: Increase student motivation and engagement in literacy learning.** [Moderate Evidence] (Kamil et al., 2008); **EBP: Connect and integrate abstract and concrete representations of concepts.** [Moderate Evidence] (Pashler et al., 2007).

**Asynchronous**
Assign students to work through the InfoZones lesson (News Literacy Project, 2021). You may also choose to record a brief video prefacing the work, or write out directions for what you want students to achieve, that you post in your online platform.

You are encouraged to preview the lesson in its entirety before assigning it for students to ensure all examples are appropriate for your classroom use. Considering tending, some of the topics may accomplish their purpose to provoke.

**Unplugged/Offline**
1. Have students complete Part I of the Informational Writing: Lesson Six Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
Explore

Synchronous/Asynchronous

Have students independently access the InfoZones lesson (News Literacy Project, 2021) to learn more about the six purposes for news information. They can immediately click on bubble 9 to move forward from where you finished your whole class lesson. Asynchronous students will simply continue their independent exploration.

You are encouraged to preview the lesson in its entirety before assigning it for students to ensure all examples are appropriate for your classroom use. Considering tending, some of the topics may accomplish their purpose to provoke.

It’s also worth stating that the examples provided are not always an “easy” answer, which can provide additional opportunities for discussion. If multiple students experience difficulty determining one correct response, it might be worthwhile to project the examples as a class and engage in discussion about why/how it meets the specified purpose and why the other examples do not.

The following graphic of the six purposes for news information is included here for reference.
Propaganda
is information that provokes you — often by using false or distorted information to manipulate your emotions.

Raw information
is information that is unprocessed, meaning that it has not been analyzed, checked, edited, explained or placed in any context.

Opinion
is information that gives a particular perspective and persuades you, ideally through the use of fact-based evidence, to adopt a specific point of view about an issue or event.

News
is information that informs you, through fair and accurate reporting, about local, national and international events, issues and people of significance or interest.

Advertising
is information that is designed to sell a product or service.

Entertainment
is information that is created to amuse, please, relax or distract people.

infozones

A future founded on facts
newslit.org checkology.org
EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008).

Unplugged/Offline

1. Have students complete Part II of the Informational Writing: Lesson Six Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Apply

Synchronous/Asynchronous

If you have never used Newsela as a resource, the free version provides articles at 5 levels for students, so you can choose the level catered to student abilities if you so choose. Provide students with an article from Newsela, and ask them to complete the questions below. Here is the direct Newsela link to the provided article or the article PDF (The Washington Post/Newsela, 2016).

What is the article about (main idea)?

Signs that a news report is not real:

1)
2)
3)
4)

What can you do to stop fake news?

1)
2)

While students work, model/conference with individuals or small groups as planned (scheduled times) or spontaneously. EBP: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. [Strong Evidence] (Graham et al., 2016); EBP: Ask deep explanatory questions.
[Strong Evidence] (Pashler et al., 2007); EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008).

**Unplugged/Offline**

1. Have students complete Part III of the *Informational Writing: Lesson Six Handout (Unplugged)*.
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

**Reflect**

**Synchronous/Asynchronous**

Allow students to share their findings. They can respond to the following reflection question in their Writer’s Notebooks or in a discussion/post.

**What impacts do you feel fake news has had on the public? Explain your position.**

**Unplugged/Offline**

1. Have students complete Part IV of the *Informational Writing: Lesson Six Handout (Unplugged)*.
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

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**Evidence of Student Success**

**Formative Assessment**

- Did the students correctly identify the various purposes for news information?
- Alternatively, was this something relatively intuitive for students? Do they need more challenging topics?

"More of What’s Meaningful": Formative Assessments (Serravallo, 2013)

**Formative assessment** can occur in two ways:

- Conferring [Guidance: Tips for Conferring to Maximize Student Engage](#)
  - "Supercharge your Conferring: Focus on Goals, Strategies, and Feedback" (Serravallo, 2018)
- Sharing ["How to Create an Inclusive Virtual Classroom" (Kern, 2020)]
  - “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)
Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson’s learning target and/or are exceeding and would benefit from enrichment.

Supports/Scaffolding

- **Conceptual Processing:** Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.

- **Language:** Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Explicit vocabulary instruction [strong] (Kamil, et al., 2008)].

- **Visual-spatial Processing:** Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.

- **Organization:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.

- **Memory:** Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.

**Scaffolds for Specific Lesson:**

[Newsela Article Direct Link for Different Lexile Presentations](Teacher annotations can be added to articles for student responses as well. NewsELA can generate typical questions, and the teacher can assign them).

Students may need to conference individually or in small groups when they begin to work on their graphic organizers and summaries.

Students with similar struggles can be grouped for additional supports and/or modeling.

It’s also worth stating that the examples provided are not always an “easy” answer, which can provide additional opportunities for discussion. If multiple students experience difficulty determining one correct response, it might be worthwhile to project the examples as a class and engage in discussion about why/how it meets the specified purpose and why the other examples do not.
Supports for English learners:

- Suggestions for this lesson include but are not limited to:
  - Spanish version of the Newsela Article
  - Family Tip Sheet: Common Sense on Research and Evaluation – Spanish (Common Sense Media, 2016)
- Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 210-211) when planning for differentiation based on students’ levels of English proficiency.
- Teachers of ELs are encouraged to incorporate high leverage practices for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable GO TO Strategies (Levine et al., 2013).

Acceleration/Extension

Standard (if different):
ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Acceleration/Extension Activity:
- Students can continue their study of fake news through the PBS News Hour (2017) broadcast.

EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); EBP: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).
Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families should remain the focus. At the secondary level, much of the communication occurs with the student serving as a liaison.

**FAMILY ENGAGEMENT:**

- Families can explore this [NewsWise resource](Guardian, 2020) for families on their site.
- Also you can share the following Common Sense Media resource with families:
  - [Family Tip Sheet: Common Sense on Research and Evaluation - English](Common Sense Media, 2016)
  - [Family Tip Sheet: Common Sense on Research and Evaluation – Spanish](Common Sense Media, 2016)
  - Engage families of English learners by encouraging reading of bilingual informational texts (sample online resources for free bilingual books: [Unite for Literacy, Global Storybooks](Knight, 2018)). Families can also encourage writing at home ([English version](English version) / [Spanish version](Spanish version)) with students ([¡Colorín Colorado!](¡Colorín Colorado!), 2019).
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