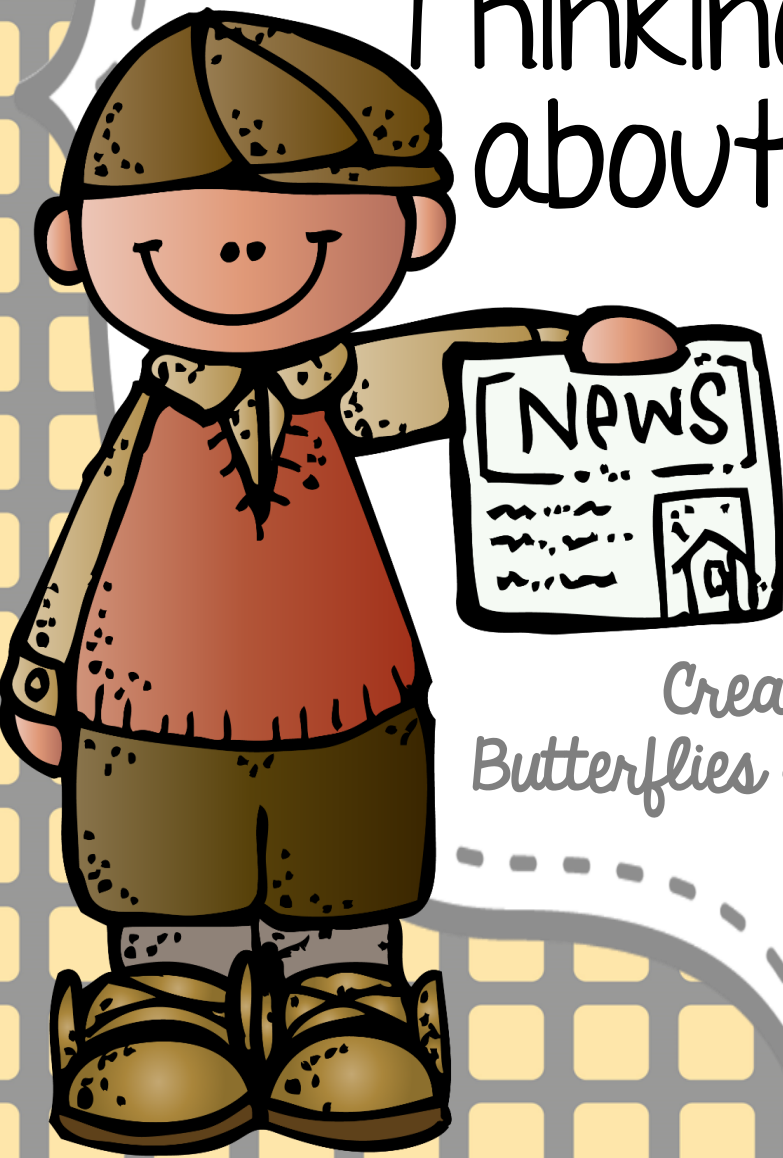


What's the **SCOOP?**

Thinking & Writing
about **CURRENT
EVENTS**



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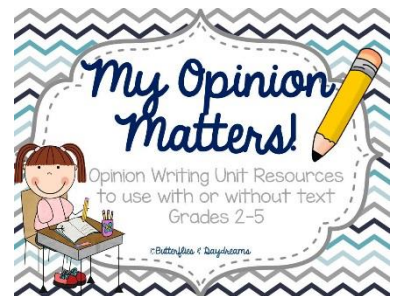
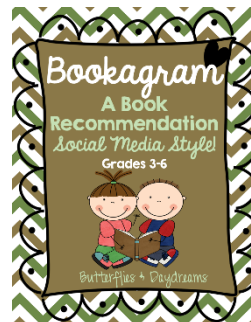
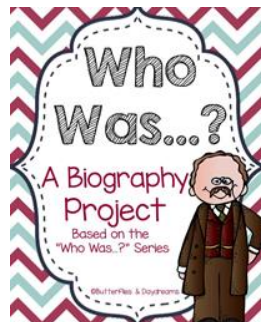
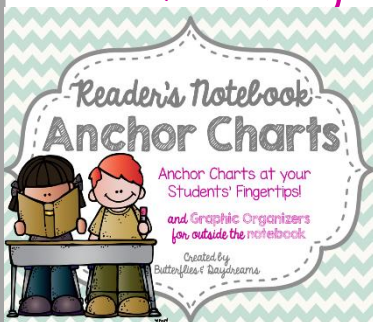
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About this Product.

Current Events are a nice way to integrate Social Studies, Reading, and Writing. Additionally, they are a wonderful way to keep your students connected to the community and world around them.

This resource addresses the following Common Core State Standards:

Common Core Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Common Core Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Common Core Reading Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Common Core Reading Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Common Core Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of the text.

This product includes:

What's the Scoop? Directions, Rubric, and Checklist

This page gives the student directions for their assignment and then offers a checklist/rubric. In this way, students know exactly what is expected of them and how they will get their grade. This is also helpful for the teacher when grading the assignment.

What's the Scoop?

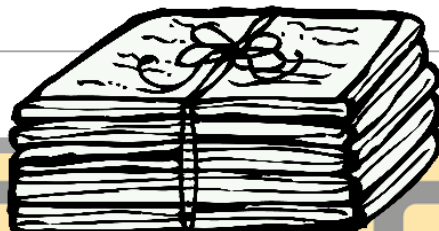
This part of the assignment requires students to find a newspaper article and then answer Who, What, When, Where, and Why questions based on the article.

The Author's Craft

This portion of the assignment requires students to think about the author's perspective, angle, and word choice in the text/about the topic. Students will identify the author's tone (positive, negative, neutral) and then give examples of the author's word choice. Students will also identify two new words, give the sentence from the article that used the word, meaning of the word, and create a new sentence using the word.

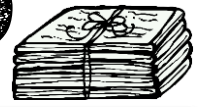
Sum it Up!

Students will use the article as well as the answers to the previous questions to write a summary of their article.





What's the SCOOP?



Directions, Rubric, & Checklist

Name: _____ Date: _____

Directions:

Find an article in a newspaper or from an online newspaper source. Read the article and then answer the questions about the basics of the article. Please choose articles in which you understand the issue or what the article is about and holds some interest or value to you. Since this is a Current Events project, please make sure that the article is recent and relevant to present day. Use the checklist and rubric to be sure you are turning in your best work.

Title of Article: _____

Topic of Article: _____

Source: _____

What's the SCOOP? Checklist & Rubric

I answered all of the questions using complete sentences where appropriate.		_____ 17 points
My responses were thoughtful, accurate, and complete.		_____ 3 points
My work is neat and complete. I used my best handwriting and elaborated on my ideas.		_____ 3 points
My summary and responses showed that I understand the story and issues.		_____ 5 points
My summary contained complete sentences.		_____ 3 points
My summary contained correct capitalization and punctuation.		_____ 4 points
Total Grade		_____ 35 points



What's the SCOOP?



Thinking and Writing about Current Events

Name: _____ Date: _____

Author: _____ Newspaper or Source: _____

Headline of Article: _____

WHO?

1. Who is this story about? _____
2. Who does this story affect? _____

WHAT?

3. What is the **TOPIC** of this article? _____
4. What is the author's **POINT** about the topic? _____

LIST 4 IMPORTANT FACTS FROM THE ARTICLE

- _____
- _____
- _____
- _____

WHEN?

5. When did this story take place? _____

WHERE?

6. Where did this story take place? Where did the issue or event occur? (city, country, region, etc.) _____

WHY?

7. Why is this story so important? Why does this matter? to you? to your community? to the world? _____



The AUTHOR'S Craft



1. Does the author include his or her opinion on the topic? If so, how does the author feel about the topic? _____

2. Does the author write about the topic in a positive, negative, or neutral way? _____

3. What language or words does the author use to make you think this?

4. What are two new words you learned from reading this article? Give the sentence that uses the word. Circle the word in the sentence. Give the definition of the word and then create your own new sentence using the word.

Sentence from the article: _____

Definition: _____

My Sentence: _____

Sentence from the article: _____

Definition: _____

My Sentence: _____
