

## COMMON CORE LESSON

**Subject:** English Language Arts  
**Topic:** Anatomy of a News Article  
**Grade(s):** 6  
**Time:** 60 minutes



LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION
<b>1. Common Core Learning Standard(s) Addressed:</b>  CCSS.ELA.Literacy CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  CCSS.ELA.Literacy CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.	
<b>2. Learning Target(s): What will students know and be able to do as a result of this lesson?</b>  Content: By the end of the lesson, students will be able to identify the structure and elements of a newspaper article: headline, byline, lead, quotes, facts. Students will be able to assess the structure of a news article.  Language: Students will be able to read nonfiction text to strengthen and increase historical background knowledge concerning local and national history.	You will read an article about an 18 <sup>th</sup> century farm in Mattapan. The article will help you learn the structure of a newspaper article. You will understand why the structure of the article is important to understanding what is the most important information.
<b>3. Relevance/Rationale: Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?</b>  Students must be able to analyze the structure of texts and assess how the point of view or purpose shapes the content and the style of the text. This skill is necessary because students encounter diverse texts and must be able to analyze purpose and structure in order to comprehend.	As a student, you will encounter a variety of texts. It is crucial that you understand that the structure assists with comprehension and helps you know what is the most important information.

<p><b>4. Formative Assessment Criteria for Success: How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?</b></p> <p>Students have successfully met the outcomes if they can recognize the structure of an article, know how to identify each part and successfully select detail, evidence or facts that support the lead. In addition, students should be able to evaluate what is most important versus least important based on the placement of the information. At the end of the lesson, students should understand that news is written in a specific way and the information is organized to show the author's point of view or point of view of another person.</p>	<p>You will know you have successfully engaged in this activity if you can identify various parts of a news article and explain why the structure of a news article allows you to determine what the author considers the most important details or information for you to know.</p>
<p><b>5. Activities/Tasks: What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?</b></p> <p>The teacher guides students through the elements of a news article, including the headline, byline, lead, quotes, etc. The teacher explains to students that news articles are structured deliberately to provide readers with the most important information first. The teacher can present the “inverted pyramid” model to students: lead, most important details, less important details, and least important details. The lead should answer many, if not all, of the most important journalistic questions: who, what, where, when, why, how (“the five Ws and H”).</p> <p>The students can work with a partner to put together the pieces of a news article. The teacher will cut the article into pieces. The students’ job is to put the story back together using the inverted pyramid and what they learned about the structure of a newspaper. After the students put together the article in the order they believe is correct, they should read the article to see if it makes sense. Then, the students discuss as a group how they arranged the article and provide reasons why. At this time, the teacher should reveal the article in its entirety electronically or in hard copy.</p> <p>Now, the students number each paragraph and reread the article. While reading, the students can underline facts or details about the article. The students complete “the five Ws and H” chart and critical reading chart.</p> <p>Once students read the article, they will use the inverted pyramid to evaluate the evidence, facts and quotes presented in the article. Do they believe this article stayed true to form of the inverted pyramid? They will select details, evidence and give their evaluation using the terms most important/reliable, less important/reliable or least important/reliable. The students will develop a short summary stating the author’s point of view based on the evidence selected, with an emphasis on the most important details or facts.</p>	
<p><b>6. Resources/Materials: What texts, digital resources, and materials will be used in this lesson?</b></p> <p>Boston Globe article: “City seizes control of historic farm in Mattapan” <a href="http://b.globe.com/1aPt5W3">http://b.globe.com/1aPt5W3</a></p>	

“Anatomy of a New Article” Graphic Organizer

Scissors

Projector

Pens, possibly highlighters

7. **Access for All: How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.**

ELL Vocabulary: headline, byline, lead, quotes, reliable

Article vocabulary: seizes, tangled, haphazard, emblematic

8. **Modifications/Accommodations: What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.**

- a. A copy of the article can be projected and a physical copy given to each student.
- b. The article can be reproduced and enlarged.
- c. The article can also be read to the full class or in small groups.
- d. Students can identify ‘fact verses opinion’ instead of evaluating the evidence degree of importance.