

Grade 6: Module 3A: Unit 2: Lesson 12 Analyzing the Purpose of a Newspaper Article





Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea of an informational text based on details in the text. (RI.6.2)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

Supporting Learning Targets	Ongoing Assessment
 I can find the gist of a model newspaper article. I can determine the angle of a model newspaper article. 	 Model newspaper article annotations Team Chalk Talk chart
• I can determine the purpose of a newspaper article and explain what readers expect from a newspaper article.	



Agenda	Teaching Notes
 Opening Unpacking Learning Targets (3 minutes) Reviewing the Performance Task Prompt and Introducing the Rubric (10 minutes) Work Time Reading the Model Newspaper Article for Gist (14 minutes) Chalk Talk: The Purpose of a Newspaper Article (12 minutes) 	 This lesson and the next lesson introduce Unit 3 in order to give you some time to provide feedback on the draft literary analysis essays. Make sure students are aware of why they are jumping into Unit 3 before they have finished Unit 2. In this lesson, students read and analyze a model to determine the purpose of a newspaper article. Students are introduced to the rubric in this lesson. The Newspaper Article Rubric is based on the New York State Grades 6–8 Expository Writing Evaluation Rubric, but it has been modified to assess the specific structure and organization of a newspaper article. There are two rubrics in supporting materials; one for student reference and one for teacher reference. The reason for this is that the elements specific to a newspaper article have been underlined for teacher reference, so that when students are asked to do the same thing, you have an answer key
3. Closing and AssessmentA. Whole Group Share (6 minutes)4. HomeworkA. Read your independent reading book.	 For Lesson 13, prepare the research materials for each triad (see Supporting Materials in Lesson 13). Each triad needs one research article, and you must have enough of each article for one per student. The articles provided are of a range of levels, so determine how to allocate the articles by considering the reading level of students in each triad. In addition to the article, each triad needs a glossary for their article too. In advance: Review the model newspaper article and the Newspaper Article Rubric (see supporting materials).
	Review: Chalk Talk Protocol (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials			
gist, angle	Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Lesson 1)			
	Newspaper Article Rubric (one per student and one for display)			
	• Newspaper Article Rubric (with underlining; for teacher reference; see Teaching Note above)			
	• Model newspaper article: "Sandy wreaks havoc across Northeast; at least 11 dead" (one per student and one for display)			
	• Equity sticks (optional)			
	Chart paper (one piece per team)			
	Markers (a different color for each student in each team and a different color for you)			
	• Newspaper Article Criteria anchor chart (new; teacher-created; see Closing and Assessment A)			

Opening	Meeting Students' Needs
 A. Unpacking Learning Targets (3 minutes) Tell students that while you look over their draft literary analyses to provide feedback, they are going to begin preparing for Unit 3. 	Learning targets are a research-based strategy that helps all students, especially challenged learners.
Invite students to read the learning targets with you:	Reviewing the key academic vocabulary
* "I can find the gist of a model newspaper article."	in learning targets can prepare students
* "I can determine the angle of a model newspaper article."	for vocabulary they may encounter in the lesson.
* "I can determine the purpose of a newspaper article and explain what readers expect from a newspaper article."	Posting learning targets allows students
• Remind students of what "finding the <i>gist</i> " means. Tell them that the <i>angle</i> is the main idea of a newspaper article. Explain that it is sometimes also called the "hook."	to reference them throughout the lesson to check their understanding.
Ask students to discuss in triads:	The learning targets also provide a
* "Why are we going to be reading a model newspaper article?"	reminder to students and teachers about the intended learning behind a
• Cold call students to share their responses. Listen for students to explain that analyzing a model will help them identify what they need to include in their own newspaper articles.	given lesson or activity.



Opening (continued)	Meeting Students' Needs
 B. Reviewing the Performance Task Prompt and Introducing the Rubric (10 minutes) Invite students to reread the Performance Task Prompt for the 1906 San Francisco earthquake and fire to ground themselves in what is expected of them at the end of Unit 3. 	 Consider providing select students with a pre-highlighted version of the rubric that highlights the "3" score
• Display and distribute the Newspaper Article Rubric . Explain to students that this is very similar to the writing rubric they often use for literary essays and other informative writing, but it has been adapted to assess specific features of a newspaper article.	column to guide students toward the level you would like them to focus on.
• Ask students to read through the criteria of the rubric and then to read through the column that scores "3." Then ask them to work in their triads to underline the parts of the rubric that are specific to a newspaper article.	
• Select volunteers to share with the whole group those parts of the rubric that they underlined. See Newspaper Article Rubric (for teacher reference) for guidance in which parts of the rubric should have been underlined.	

Work Time Meeting Students' Needs

A. Reading the Model Newspaper Article for Gist (14 minutes)

- Display and distribute the **model newspaper article**. Tell students they will now begin reading like a writer, studying a model newspaper article to see what they will be writing.
- Invite students to follow along while you read the model newspaper article out loud.
- Ask students to discuss in triads:
 - * "What is this model newspaper article mostly about?"
- Consider using **equity sticks** to select students to share their responses with the whole group. Listen for students to explain that the newspaper article is mostly about the destruction caused by Hurricane Sandy.
- Explain to students that now they will be working in triads to reread and annotate each paragraph of the model newspaper article for the gist to get an idea of what each of the paragraphs is mostly about. Remind students to discuss the gist of each paragraph in their triads before recording anything.
- Circulate and observe student annotations and invite students who are struggling to say the gist aloud to you before recording it.

Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
 Refocus the whole group. Ask students: * "So what is the angle of the model newspaper article? What is the main idea?" Select volunteers to share the main idea of the model newspaper article with the whole group. Listen for them to explain that the main idea is that Hurricane Sandy caused widespread destruction including deaths and injuries. Tell students that journalists make sure they include the "five W's" in their newspaper articles: who, what, where, when, and why. Ask students to identify the five W's in the model newspaper article: Cold call volunteers to share their responses. Listen for students to explain and record on the board: 	Consider allowing students to grapple with a complex text and before explicit teaching of vocabulary. After students have read for the gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon
 Who: The people affected by the hurricane What: Destruction including injuries and deaths Where: The Northeast of the United States When: Monday Why: Superstorm Sandy 	subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.



 Work Time (continued) B. Chalk Talk: The Purpose of a Newspaper Article (12 minutes) Tell students that they are now going to do a Chalk Talk in their triads about the purpose of a newspaper article. Explain that thinking about the purpose of a newspaper article will help them make sure they include the necessary content in their own newspaper articles for the performance task. Distribute chart paper and markers. Remind students that in a Chalk Talk there is no talking—instead students take turns to write their ideas on their piece of chart paper. Remind students that as it is a silent discussion, they are to ask and answer one another's questions as they answer the prompt questions. Post the questions students are to discuss in their Chalk Talk: 	 B. Chalk Talk: The Purpose of a Newspaper Article (12 minutes) Tell students that they are now going to do a Chalk Talk in their triads about the purpose of a newspaper article. Explain that thinking about the purpose of a newspaper article will help them make sure they include the necessary content in their own newspaper articles for the performance task. Distribute chart paper and markers. Remind students that in a Chalk Talk there is no talking—instead students take turns to write their ideas on their piece of chart paper. Remind students that as it is a silent discussion, they are to ask and answer one another's questions as they answer the prompt questions. Post the questions students are to discuss in their Chalk Talk: "What is the purpose of a newspaper article?" "What do readers need/expect from a newspaper article? Why?" Invite triads to record those questions at the top of their chart paper before they begin. Invite triads to begin the Chalk Talk. Circulate to ensure triads are talking only on paper and that all students are 		
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5 V 1.	contributing. (This should be clear from the colors evident on the chart paper).	 Invite triads to begin the Chalk Talk. Circulate to ensure triads are talking only on paper and that all students are contributing. (This should be clear from the colors evident on the chart paper). 	before writing.
* "What do readers need/expect from a newspaper article? Why?" own ideas. Consider inviting those	 Invite triads to record those questions at the top of their chart paper before they begin. Invite triads to begin the Chalk Talk. Circulate to ensure triads are talking only on paper and that all students are students who may struggle to write to say their ideas to you aloud before writing. 	• •	the ideas of others and writing their own ideas. Consider inviting those



Closing and Assessment	Meeting Students' Needs
 A. Whole Group Share (6 minutes) Cold call triads to share their ideas. Record student ideas on the Newspaper Article Criteria anchor chart. Ensure the list includes: 	Capturing whole class thinking on an anchor chart can ensure quick reference later on.
- Informative: Tells readers key facts about the who, what, where, when, why	
 Has an angle—a main idea, to be more precise 	
 Provides quotes from eyewitnesses to give the reader an idea of what it was like to experience it 	
- Objective (unbiased)	
 Compelling to make the reader want to keep reading all the way to the end 	
- Believable	
Homework	Meeting Students' Needs
Read your independent reading book.	
Note: Preview Lesson 13 carefully and prepare the research articles in advance.	



Grade 6: Module 3A: Unit 2: Lesson 12 Supporting Materials





Newspaper Article Rubric

Criteria	CCLS	4	3	2	1	0
CONTENT AND	W.2	—clearly	—clearly	—conveys the	—conveys the	—claim and
ANALYSIS:	R.1.9	conveys the	conveys the	topic in a	topic in a	reasons
The extent to which		topic in a	topic in a	manner that	manner that	demonstrate a
the newspaper		manner that	manner that is	follows	does not	lack of
article objectively		is objective,	objective and	generally from	logically follow	comprehension
conveys complex		compelling,	follows from the	the task and	from the task	of the text(s) or
ideas and		and follows	task and	purpose	and purpose	task
information clearly		logically from	purpose			
and accurately in		the task and		-demonstrates	-demonstrates	
order to logically		purpose	-demonstrates	a literal	little	
support the			grade-	comprehension	understanding	
author's analysis of		_	appropriate	of the text(s) by	of the text(s) by	
different points of		demonstrates	analysis of the	referencing	attempting to	
view		insightful	text(s) by	different points	reference	
		analysis of the	referencing	of view of the	different points	
		text(s) by	different points	event	of view of the	
		referencing	of view of the		event	
		different	event			
		points of view				
		of the event				
COMMAND OF	W.9	—develops	—develops the	—partially	-demonstrates	—provides no
EVIDENCE:	R.1.9	the topic with	topic with	develops the	an attempt to	evidence or
The extent to which		relevant, well-	relevant facts,	topic with the	use evidence	provides
the newspaper		chosen facts,	concrete details,	use of some	and features of	evidence that is
article presents		concrete	quotations,	textual evidence	a newspaper	completely
evidence from the		details,	other	and features of	article,* but	irrelevant
various media to		quotations,	information and	a newspaper	develops ideas	
support analysis		other	examples from	article,* some of	with only	-does not
and reflection		information	the text(s), and	which may be	minimal,	explain how
through the use of		and examples	features of a	irrelevant	occasional	evidence
newspaper article		from the	newspaper		evidence that is	supports the
features*		text(s), and	article*	—uses relevant	generally	angle of the
		features of a		evidence	invalid or	newspaper
*headline, byline,		newspaper	—sustains the	inconsistently	irrelevant	article
subheading,		article*	use of relevant			
graphic image with			evidence, with	—sometimes	—attempts to	



caption, and		—sustains the	some lack of	logically selects	select evidence	
quotations		use of varied,	variety	evidence to	to support the	
		relevant		support the	angle of the	
		evidence	—logically	angle of the	newspaper	
			selects evidence	newspaper	article	
		—skillfully	to support the	article		
		and logically	angle of the			
		selects	newspaper			
		evidence to	article			
		support the				
		angle of the				
		newspaper				
		article				
COHERENCE,	W.2	-exhibits	—exhibits clear	—exhibits some	—exhibits little	—exhibits no
ORGANIZATION,	L.3	clear	newspaper	attempt at	attempt at	evidence of
AND STYLE:	L.6	newspaper	article	newspaper	newspaper	newspaper
The extent to which		article	organization,*	article	article	article
the newspaper		organization,*	with the use of	organization,*	organization,*	organization*
article logically		with the	appropriate	with	or attempts to	
organizes complex		skillful use of	transitions to	inconsistent use	organize are	—uses language
ideas, concepts,		appropriate	create a unified	of transitions	irrelevant to the	that is
and information		and varied	whole		task	predominantly
using the inverted		transitions to		-establishes		incoherent or
pyramid structure*		create a	—establishes	but fails to	—lacks a formal	copied directly
and formal and		unified whole	and maintains a	maintain a	style, using	from the text(s)
precise language		and enhance	formal style	formal style,	language that is	
		meaning	using precise	with	not descriptive	—does not use a
*newspaper article			descriptive	inconsistent use	or is	variety of
uses the inverted		-establishes	language and	of descriptive	inappropriate	sentence
pyramid structure,		and	domain-specific	language and	for the text(s)	structures to
organizing details		maintains a	vocabulary	domain-specific	and task	make writing
in order from major		formal style,		vocabulary		more
to minor		using grade-	—uses a variety		—rarely uses a	interesting
		appropriate,	of sentence	-inconsistent	variety of	
		stylistically	structures to	use of a variety	sentence	
		sophisticated	make writing	of sentence	structures to	
		descriptive	more	structures to	make writing	
		language and	interesting	make writing	more	
		domain-		more	interesting	
		specific		interesting		



CONTROL OF	W.2 L.1	vocabulary with a notable sense of voice —uses a variety of sentence structures to make writing more compelling and interesting — demonstrates	—demonstrates	—demonstrates emerging	—demonstrates	—demonstrates
The extent to which the essay demonstrates command of the conventions of standard English grammar, usage,	L.2	grade- appropriate command of conventions, with few errors	appropriate command of conventions, with occasional errors that do not hinder comprehension	command of conventions, with some errors that may hinder comprehension	command of conventions, with frequent errors that hinder comprehension	command of conventions, making assessment of conventions unreliable
capitalization, punctuation, and spelling			comprehension			



Newspaper Article Rubric (with underlining, for Teacher Reference)

Criteria	CCLS	4	3	2	1	0
CONTENT AND	W.2	—clearly	—clearly conveys	—conveys the topic	—conveys the topic	—claim and reasons
ANALYSIS:	R.1.9	conveys the	the topic in a	in a manner that	in a manner that	demonstrate a lack
The extent to which the		topic in a manner that is	manner that is objective and follows	follows generally from the task and	does not logically follow from the task	of comprehension of
newspaper article objectively conveys		objective,	from the task and	purpose	and purpose	the text(s) or task
complex ideas and		compelling, and	purpose	purpose	and purpose	
information clearly and		follows logically	purpose	—demonstrates a	—demonstrates little	
accurately in		from the task	— <u>demonstrates</u>	literal	understanding of the	
order to logically support		and purpose	grade-appropriate	comprehension of	text(s) by attempting	
the author's analysis of			analysis of the text(s)	the text(s) by	to reference different	
different points of view		— <u>demonstrates</u>	by referencing	referencing different	points of view of the	
		<u>insightful</u>	different points of	points of view of the	<u>event</u>	
		analysis of the	view of the event	<u>event</u>		
		text(s) by				
		referencing different points				
		of view of the				
		event				
		<u></u>				
COMMAND OF	W.9	—develops the	—develops the topic	—partially develops	—demonstrates an	—provides no
EVIDENCE:	R.1-9	topic with	with relevant facts,	the topic with the	attempt to use	evidence or provides
The extent to which the		relevant, well-	concrete details,	use of some textual	evidence and	evidence that is
newspaper article		chosen facts,	quotations, other	evidence <u>and</u>	features of a	completely irrelevant
presents evidence from		concrete details,	information and examples from the	features of a	newspaper article,*	11
the various media to support analysis and		quotations, other information and	text(s), and features	newspaper article,* some of which may	but develops ideas with only minimal,	—does not explain how evidence
reflection through the		examples from	of a newspaper	be irrelevant	occasional evidence	supports the angle of
use of newspaper article		the text(s), and	article*	<u>be irretevant</u>	that is generally	the newspaper article
features*		features of a		—uses relevant	invalid or irrelevant	
		newspaper	—sustains the use of	evidence		
headline, byline, subheading,		article	relevant evidence,	inconsistently	—attempts to select	
graphic image with caption,			with some lack of		evidence to support	
and quotations		—sustains the	variety	— <u>sometimes</u>	the angle of the	
		use of varied,	1 1 1 1	logically selects	newspaper article	
		relevant evidence	— <u>logically selects</u> evidence to support	evidence to support the angle of the		
		— <u>skillfully and</u>	the angle of the	newspaper article		
		logically selects	newspaper article	newspaper article		
		evidence to	newspaper article			
		support the				
		angle of the				
		newspaper				
00110000100		<u>article</u>	1 11 1	1.11	1.11	1.11
COHERENCE,	W.2	— <u>exhibits clear</u>	—exhibits clear	— <u>exhibits some</u>	— <u>exhibits little</u>	— <u>exhibits no</u>
ORGANIZATION, AND STYLE:	L.3	newspaper	newspaper article	attempt at	attempt at	evidence of newspaper article
The extent to which	L.6	article organization,*	organization,* with the use of	newspaper article organization,* with	newspaper article organization,* or	newspaper article organization*
the newspaper article		with the skillful	appropriate	inconsistent use of	attempts to organize	organizanon.
logically organizes		use of	transitions to create	transitions	are irrelevant to the	—uses language that
complex ideas, concepts,		appropriate and	a unified whole		task	is predominantly



1: 6 : :		I	11:1 1	T	1
and information using	varied transitions		—establishes but		incoherent or copied
the inverted pyramid	to create a	—establishes and	fails to maintain a	—lacks a formal	directly from the
structure* and formal	unified whole	maintains a formal	formal style, with	style, using language	text(s)
and precise language	and enhance	style using precise	inconsistent use of	that is not	
	meaning	descriptive language	descriptive language	descriptive or is	—does not use a
*newspaper article uses the		and domain-specific	and domain-specific	inappropriate for the	variety of sentence
inverted pyramid structure.	-establishes	vocabulary	vocabulary	text(s) and task	structures to make
organizing details in order	and maintains a	,		.,	writing more
from major to minor	formal style,	—uses a variety of	—inconsistent use a	—rarely uses a	interesting
	using grade-	sentence structures	variety of sentence	variety of sentence	8
	appropriate,	to make writing	structures to make	structures to make	
	stylistically	more interesting	writing more	writing more	
	sophisticated	more interesting	interesting	interesting	
	descriptive		Interesting	interesting	
	language and				
	domain-specific				
	vocabulary with				
	a notable sense				
	of voice				
	of voice				
	—uses a variety of sentence				
	structures to				
	make writing				
	more compelling				
	and interesting				
CONTROL OF W.2	—demonstrates	—demonstrates	—demonstrates	—demonstrates a	—demonstrates
CONVENTIONS: L.1	grade-	grade-appropriate	emerging command	lack of command of	minimal command
The extent to which the L.2	appropriate	command of	of conventions, with	conventions, with	of conventions,
essay demonstrates	command of	conventions, with	some errors that may	frequent errors that	making assessment
command of the	conventions,	occasional errors	hinder	hinder	of conventions
conventions of standard	with few errors	that do not hinder	comprehension	comprehension	unreliable
English grammar, usage,		comprehension			
capitalization,					
punctuation, and spelling					



Model Newspaper Article:

Sandy wreaks havoc across Northeast; at least 11 dead

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