05 - News Writing Basics (Inverted Pyramid Style/General News Stories) Copied from: Journalism 1, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- different structures can be used for a straight news story, including (but typically) inverted pyramid
- hard news stories use inverted pyramid (crime, disaster, obituary, court, fire, accident)
- different leads and structures are used for different kinds of articles
- typically all 5W and H need to be utilized in a story
- meeting one's deadline is the single most important task as a successful journalist

CONTENT AREA STANDARDS

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

 L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS

J.1.1	Defines the information need based on the story idea or research question
J.2.2	Retrieves information online or in person using a variety of methods
J.2.4	Uses records management and resource citation skills
J.3.1	Summarizes and synthesizes the main ideas of the information gathered
J.3.4	Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information

J.3.5	Validates knowledge of and interpretation of the information through dialogue with others
J.3.6	Decides whether the initial question or story idea should be revised
J.4.1	Applies information gathered to the planning and creation of a story or research product
J.4.2	Revises the development process for the story or research product
J.4.3	Effectively presents the story or research project to the intended audience

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the lede is the "hook," the most important part of the article
- straight news stories typically use Inverted Pyramid style
- there is a difference between data and a story
- a lead must grab or "hook" the reader
- how a journalist approaches an article and what is entailed in gathering and presenting information
- how to use the Associated Press (AP) Style Guide
- the importance of proofreading
- the importance of deadlines and responsibilities
- how to create and incorporate an infographic into an article

Students will be able to define:
hard news, soft news, lede, "5W and H," anecdote, nut graf, obituary, inverted pyramid, martini glass, headline, kicker, deck, byline, scene-setter lede, direct address lede, anecdotal lede, wordplay lede, startling statement lede, roundup lede, blind lede, fact checking, Associated Press Style Guide, deadline, infographic

Procedural Knowledge

Students will be able to:

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- write narratives to develop real or imagined experiences or events using effective technique, wellchosen details, and well-structured event sequences
- develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience

- conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate
- synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on journalism topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English
- analyze new stories published in print and online for their various parts, including purpose, audience, style lede, structure, use of sources, use of quotes and attribution, etc.
- differentiate between different types of ledes with regard to central idea, structure, word choice and purpose
- differentiate between different types of story structures with regard to central idea, structure, word choice and purpose
- write infromative texts (various different ledes, a news story, etc.)
- prepare for an participate effectively in interviews with eyewitnesses and other sources
- gather relevant information(notes from interviews)
- use technology to create and incorporate an infographic into their article

EVIDENCE OF LEARNING

Alternate Assessments

- Debates
- Mock Trials
- Group Multimedia Presentations
- Individual Oral Presentations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

- Group and whole class discussion questions
- Debates
- Do Nows and Exit Slips
- Journal responses
- Current Events of the Week quizzes
- No Red Ink assessments for various grammatical skills
- Group work/projects

Summative Assessments

- Obituary article
- Write a news story
- Unit 4 Test
- Timed Writing: Developing Leads
- Student Presentations

RESOURCES (Instructional, Supplemental, Intervention Materials)

The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online, Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, guest speakers (to interview), laptops, Google Drive folder for Unit 5, NoRedInk.com, Newsela.com, Page One: Inside the New York Times documentary

INTERDISCIPLINARY CONNECTIONS

Technology and Multimedia

Researching based writing

Google
Media Literacy
Educational tech applications

English/Language Arts

Information Writing
Inplementation of conventions of Standard English

Social Studies

Current Events

Social relationships among people

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking

Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher