Unit 03: New Characteristics and Story Development

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber

	bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

	Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	Craft and Structure
LA.K-12.NJSLSA.R4	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.
LA.K-12.NJSLSA.R5	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.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
	Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

	Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.8	Reading Informational Text
	Key Ideas and Details
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.K-12.NJSLSA.W	Writing
	Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
	Production and Distribution of Writing
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LA.K-12.NJSLSA.SL	Speaking and Listening
LA.W.8.1.D	Establish and maintain a formal style.
	Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.K-12.NJSLSA.L	Language
	Conventions of Standard English
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	Vocabulary Acquisition and Use
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.8.2.C	Spell correctly.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.

LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.3.3.A	Choose words and phrases for effect.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale
The purpose of this unit…
Students will learn how to develop nonfiction narratives and write clearly and concisely. In addition, oral story development and speaking skills are essential in college and the workforce.

Meaning

Essential Questions

Essential Questions

- What is news and a newspaper's role in society?
- How do reporters use knowledge of an audience to create a message?
- How do journalists use interviews and observation to gather facts and stories?
- How does the writing process improve us as writers?
- How is journalism writing different from academic writing?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- Stories must be timely and impact the reader to be considered news.
- Writers often find stories in the world around them through daily observation and interactions
- Writers know their audiences when developing messages.
- Journalists must base all stories on facts.
- News writing is different from academic writing

Acquisition (Student Learning Objectives)

Knowledge

Students will know…

- Media messages are created to inform, persuade or entertain
- Why different messages align with different sections or segments of media publications
- Proper names for graphics, design elements and navigational devices in newspapers, magazines and electronic media
- Newspaper jargon
- Characteristics of news
    - Timeliness
    - Prominence
    - Proximity
    - Conflict
    - Impact
    - Human Interest
- Differences between bias and objectivity
- Journalistic ethics and ethical standards
- Skills needed to develop questions and elicit information during an interview
- Direct vs. indirect quotes
- Impact quotes have on stories and media messages
- Steps of the writing process
    - Collect
    - Prewrite
    - Draft
    - Revise
    - Edit
    - Proofread
    - Publish/Celebrate
- How writing process translates to a newsroom
- Structure of hard news story (inverted pyramid)
- Characteristics of news, feature, review and sports stories as well as reviews
- Difference between a topic and story idea
- Journalists write descriptively to bring stories to life
- Content of different media outlets (newspapers, magazines, radio, television and internet)

Skills

Student will be skilled at …

- Analyze genres of newspaper writing to determine characteristics
- Interpret media messages
- Analyze print and electronic media and explain impact of graphic and design elements on messages and audiences

- Explain why stories are "news" to demonstrate an understanding of six characteristics of news
- Synthesize information and solve ethical dilemmas
- Employ research and interviewing skills to gather information
- Create draft news stories across multiple genres including news, features, reviews, sports and editorials.
- Develop arguments to defend a position and engage in "Crossfire" debates
- Compare and contrast electronic and print media

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

http://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitB.pdf

www.newsela.com

www.50states.com/news

www.newspapers.com

www.theppaerboy.com

www.onlinenewspapers.com

http://www.onlinenewspapers.com/usstate/usnewjer.htm

www.Youtube.com **for commercials**

Editorial Organizer.docx
CREATING YOUR FEATURE STORY.docx
student interview exercise day 2.docx
students inyterview exercises.docx
Interview an item.docx
Interviewing quiz.docx
http://www.readwritethink.org/files/resources/lesson_images/lesson249/pyramid.pdf
Feature article.xls
news story Rubric.xls
Personality Profile Rubric.xls
organizer-profile.docx
6 QUESTIONS OF LEARNING and leads.pptx
Guided Notes.docx
identify eval leads.docx
practice 1.docx

Formative Assessment Strategies

Formative Assessment Strategies

- Completion of graphic organizers including Venn Diagrams, Top Hat Organizers, Editorial Organizer, Personality Profile Organizer and others.
- Development and use of checklists for different news genres
- Analysis of mentor texts: news, feature, editorial and sports stories
- Debate Circles
- Four Corners
- Conferencing with teacher
- Two Stars and a Wish (provide formative feedback in the form of two compliments on student writing and a wish for future success/revisions)
- Journalist notepads
- Observation
- Anecdotal Records
- Socrative.com and other online formative assessments
- Draft news articles and scripts
- Student-created sample news leads
- Student-created sample claims

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Students will analyze newspapers and infer why different messages are in different sections or segments
- Students will analyze stories and explain the writer's intended audience
- Students will scan newspapers, identify and explain impact of graphics and design elements
- Students will scan newspapers and explain how design elements help readers find information
- Students scan newspapers for jargon and explain the meaning
- Students will analyze news stories and evaluate it for newsworthiness based on the six characteristics of news
- Students will analyze journalistic ethics and explain their importance.
- Students will apply ethical standards to real life situations and scenarios
- Students will hone interviewing skills by developing higher-order questions (how and why questions).
- Students will conduct in-class and out-of class interviews to elicit information for stories.
- Students will paraphrase direct quotations
- Students will hypothesize how writing process works in a newsroom and develop a plan for their class newsroom
- Students will scrutinize and analyze structures of news, feature, review and sports stories as well as editorials.
- Students will draft sample stories using a checklist for each type of story as well as mentor texts.
- Students will draft news stories applying the inverted pyramid structure
- Students will draft informative and attention-grabbing leads.
- Students will draft feature and sports stories and incorporate descriptive writing
- Students will read, analyze and evaluate effectiveness of editorials
- Students will engage in Crossfire-style debates on "editorial" issues
- Students will summarize central ideas of text and media messages
- Students will draft claims and support with evidence via editorial writing
- Students will compare and contrast print and electronic content and evaluate quality by scanning newspapers and digital media outlets such as television and internet news sources.
- Students will compare and contrast print and digital news stories on same issue

Modifications and/or Accommodations
Suggested Modifications (ELL, Sp. Ed, GIfted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson

being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.