

# 07- Feature Writing 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

- The purpose of feature writing is to tell someone's story using narrative elements
- Everyone has a story to tell
- A writer's voice is a creation that combines anecdotes, diction, pace and use of literary and narrative devices
- Feature writing requires the writer to be adept at observation and listening

### 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.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially,

including determining where the text leaves matters uncertain.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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.

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.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.
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.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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

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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).

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP4. Communicate clearly and effectively and with reason.

### **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**

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### **Declarative Knowledge**

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Students will understand that:

- the most popular types of ledes for a feature story
- what makes up a “writer’s voice”
- different types of feature stories

- how to utilize a pull quote

Students will be able to define:

Suspense, Dialogue, Narration, Climax, Description/Sensory Imagery, diction, tone, pace, profile feature article, human interest feature article, enterprise feature article, anecdote, pull quote

## **Procedural Knowledge**

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Students will be able to:

- accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 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, well-chosen 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 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
- 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
- analyze feature articles from a variety of newspapers for their central ideas, angles, voice, anecdotes, lede, structure, purpose, POV, etc.
- deduce what was observed and asked by the writer during the interviews to create the finished-product feature article
- discern the main idea or most engaging parts of a story/interview/event
- conduct a short research project in order to brainstorm and pitch feature story ideas

- gather relevant information from various sources on their chosen subject
- evaluate the accuracy and credibility of each source
- conduct interviews and follow-up interviews, as needed, with the subject of the article, as well as their family members, teachers, friends, etc.
- write narratives like engaging anecdotes, a profile or human feature article, building upon the peer interview/Q&A conducted in Unit 3 and an enterprise article on a social issue)
- use technology to write stories
- analyze their own writing voice
- evaluate and assess the choices made by the protagonist in “The Soloist”

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Individual Current Events Interest Survey
- Group Multimedia Presentations
- Individual Oral Presentations
- Teacher/Student Conferences
- Modified Rubrics

### **Formative Assessments**

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

### **Summative Assessments**

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- Human interest or profile feature article
- Enterprise feature article
- Unit 5 test
- Timed Writing: Developing Leads
- Student Presentations

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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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, “The Soloist” movie, laptops, Google Drive folder for Unit 7, NoRedInk.com, Newsela.com, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts**

Narrative Writing

Implementation of conventions of Standard English

### **Social Studies**

Social relationships among people

### **Technology/Multimedia**

Researching based writing

Google

Media Literacy

Educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **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