

Holyoke Public Schools  
English Language Arts Curriculum Map  
Grade 8

*Genre Study: Journalistic Feature*

*December 2008*

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# Overview of Curriculum Maps

## Goals:

1. To ensure that students are exposed to a rigorous curriculum in every school and every grade
2. To have consistent instruction and assessment district wide
3. To prepare students for the MCAS text
4. To explain what is expected to be covered in each ELA unit of study

## Expectations:

The district's expectation is for students to successfully meet the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning.

## Feedback to Students:

Feedback needs to happen daily in the classroom. There are many ways to give feedback. Conferencing, observations, questions asked during the workshop, and written responses to students' work and notebook entries.

## ELA Map Components:

1. Read Aloud/Think Aloud (RATA)
2. Independent Reading (IR)
3. Guided Reading (GR)
4. Mini-Lesson (ML)
5. Work Period (WP)
6. Closure (C)

## ELA: Evidence of Learning Artifacts

CHARTS & WORD WALLS & TEACHER ASSESSMENT PORTFOLIO & BULLETIN BOARDS	NOTEBOOK ENTRIES	WRITING FOLDER	PORTFOLIO
<p><u>CHARTS:</u></p> <p>As indicated in the <i>America's Choice</i> Author or Genre Guides</p> <p>Evidence of <i>25 Book Campaign</i></p> <p>Evidence of the School Wide <i>Book of the Month Campaign</i></p> <p><u>WORD WALLS</u></p> <p>As appropriate to the Unit of Study with Visual Support</p> <p><u>TEACHER ASSESSMENT PORTFOLIO</u></p> <p>Status of the Class Conference Notes Small Group Instruction Notes Informal/Formal Assessment Data</p> <p><u>BULLETIN BOARDS</u></p> <p>Standards Based Bulletin Boards with Teacher Commentary (specific to the genre) and Student Reflection</p>	<p><u>Daily Responses</u> to Reading Strategy/Skill Modeled During RATA (student application of skill/strategy)</p> <p><u>Daily Responses</u> student application) of Mini-Lesson During the Work Period</p> <p><u>On-going</u> Literary Letters</p> <p><u>On-going</u> Summary of Books Read &amp; Annotated Bibliography</p> <p><u>On-going</u> Conference Notes</p> <p><u>On-going</u> notes for Book Talks</p> <p>Notes &amp; Charts for Future Reference</p> <p>Word Study Section (vocabulary)</p>	<p>Draft and Revisions of Formal Reading Work Project</p> <p>Draft and Revisions of Formal Writing Work Project</p> <p>Draft (notes) of Formal Speaking/Listening/Viewing Work Project</p> <p>*Optional poetry folder - see poetry sections in curriculum maps</p> <p>*Optional testing folder - see testing sections in curriculum maps</p>	<p>Formal Reading Work Project w/Rubric &amp; Self-Reflection</p> <p>Formal Writing Work Project w/Rubric &amp; Self-Reflection</p> <p>Formal Speaking/Listening/Viewing Work Project w/Rubric &amp; Self-Reflection</p>

# Probing Questions When Conferencing

The teacher's role in conferencing for understanding is to ask questions that will:

- Clarify student understanding
- Get at the objective of the lesson
- Go deeper into the author and genre studies
- Uncover misconceptions and misunderstanding
- Compare and contrast

The students' role is to be an active participant by:

- Explaining their strategy or thinking
- Asking clarifying questions to the teacher and other students
- Being active listeners
- Using language effectively to express themselves

When conferencing the teacher and students can use one or more of these suggested questions:

## Reading:

- Is this book like any other you have read? How?
- What is the theme of your book?
- What is the plot/main idea of your book?
- Describe the conflict/problem in your story
- Have the characters evolved/changes from the beginning of the book? How?

## Writing:

- Explain what you mean by .....?
- Is there another way you can begin/end your writing?
- What organizational structure are you using? Why?
- How can you add more details?
- What will you work on next? (follow up for next conference)

# Over Arching Unit Goals & Standards

## *Unit Goals:*

- Students read and comprehend informational texts while they develop strategies such as summarizing information, relating new information to prior knowledge and experience, extending ideas, and making connections to related topics.
- Students respond to nonfiction using interpretive, critical, and evaluative processes, and produce journalistic feature article (JFA) which meets standard.

## *Massachusetts English Language Arts Content Standards: (major focus for this unit)*

- Standard 13.18: Nonfiction: Identify and use knowledge of common textual features
- Standard 13.19: Nonfiction: Identify and use knowledge of common graphic features
- Standard 13.20: Nonfiction: Identify and use knowledge of common organizational structures
- Standard 19:23 Writing: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure
- Standard 20.4: Consideration of Audience - Select and use appropriate rhetorical techniques for a variety of purposes such as to convince or entertain the reader

## *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners:*

- S.4.10 Express an opinion text or film in an organized way using supporting details
- S.3.48 Ask questions to clarify meaning in an academic context
- S.3.60 Elaborate on and extend other people's ideas using extended discourse

## *New Performance Standards:*

- E.1b Students read and comprehends at least four books about a one issue or subject
- E2b Students produce an essay that engages the reader, develops a controlling idea, creates an organizing structure, includes appropriate information and arguments, excludes irrelevant information, addresses readers concerns and questions, provides evidence and cites source information, and provides a sense of closure
- E3c the students prepare and delivers an individual presentation

# Unit Work Products

## **READING WORK:** Annotated Bibliography & Notebook Entries Documenting Reading Strategies

- Lists and summarizes the four (or more) texts read in order to complete the JFA
- Notebook entries (four) demonstrating students' application of note taking/information gathering

## **WRITING WORK:** Journalistic Feature Article w/Rubric & Written Self-Reflection

- JFA proposal letter
- JFA interview

The student produces a JFA that:

- Lead introduces subject and immediately engages the reader's interest, impelling continues reading
- Topic and subtopics are well developed through explanation, details, anecdotes, direct quotations, and description
- Information is organized into subtopics and woven together in a lively, logical manner
- Develops and maintains a controlling idea
- Include accurate and appropriate facts and details.
- Exclude extraneous and inappropriate information.
- Ends with a clear, satisfying sense of closure
- Graphics are varied and interesting, placed appropriately throughout the text
- Applies an understanding of the rules of the English language by demonstrating control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage

## **SPEAKING, LISTENING, & VIEWING:** Formal Presentation w/Rubric & Written Self-Reflection

The student produces an oral presentation w/graphics that:

- Develops and maintains a controlling idea
- Has students using eye contact, proper place, adequate volume, and clear pronunciation
- With a recognizable organization (sequencing, summarizing)
- Uses teacher-developed assessment criteria to prepare their presentation
- Summarizes main ideas and supporting details
- Utilizes common graphic features (charts, maps, diagrams, illustrations)

## UNIT: INTRODUCTION

This genre study provides students with the opportunity to apply reading and writing to “real life” situations. Students will read, write, discuss, and analyze various journalistic feature articles (JFA) that vary from informing the audience to entertaining the audience.

In this study, students will explore JFAs and their elements including: titles, leads, illustrations and sidebars, layout, main point (controlling idea), audience, purpose, and closings. Students will explore various angles and formats for presenting their information and research and develop the controlling idea for their own JFA. Students will be expected to read, write, and discuss various JFAs and to speak knowledgeably about their own JFA to an audience of their peers.

Although this study is officially about JFAs, it ventures into two additional related areas. Specifically, students receive instruction in reading strategies of proficient readers and writers and in strategies for comprehending nonfiction text (expository).

**Here is the most important thing  
about ... and the reasons why...**

### Materials Used in the Genre Study

- National and local newspapers and various magazines and journals

### Other Resource Materials

- *America's Choice* - Genre Study: Journalistic feature writing (Grade 8)
- *America's Choice* - Reading Monograph Series: Secondary
- *America's Choice* - Writing Monograph Series

# ***FRONTLOADING THE GENRE***

## ***Genre Study of JFA***

### ***Approx 1 week***

The scaffolds English Language Learners need to succeed in a genre study extend beyond the scope of the lessons in the grade level genre studies. “Frontloading” is the teaching that occurs before the genre study to provide the background knowledge ELL students need to increase their comprehension of the genre study. In order to facilitate the language needs of students, teachers should apply the strategies they have learned during the Category (ELL) training they have received and provide the following scaffolds:

- Prior to beginning this unit, teachers will need to introduce students to the genre of JFA. Teachers can do this through a variety of techniques such as shared reading and writing activities and by explicitly modeling the process of how-to complete each task before having students independently complete an assignment and by giving students time to work in pairs to practice a task prior to working independently.
- It is expected that teachers will complete a “shared” class JFA with students prior to beginning this unit and that teachers will utilize proposals in their read aloud/think alouds and in any modeled/shared writing. Students will then be able to utilize the artifacts used to create the “shared” class JFA as resources during the unit.
- The standards for the work product and example of student work that meets the standards need to be posted and utilized. The students need to know at all times the expectation for their work. An interactive bulletin board that highlights student work meeting standard during the course of the study is one method that can be used to assist students.
- Teachers are expected to complete the work products prior to and along with the students to use as a model during the unit’s lessons.
- **Teachers may need to review “how to write a letter” with their students prior to beginning this unit.**

Please note: ELL students may require additional supports throughout the unit, such as language frames, graphic organizers, and plenty of oral rehearsal, etc. Please consult with the ELL teacher on your team and with the district ELL coaches for support in meeting the needs of ELL students. Your building ELA coach will also be able to assist you with any modifications or accommodations that are necessary to ensure the success of all students.

**CURRICULUM MAP – GRADE 8**  
**JFA**

<b>READ ALOUD /THINK ALOUD</b> 15 MINUTES  <b>INDEPENDENT READING</b> 15 MINUTES	<b>OPENING</b> 10 MINUTES  <i>(MINI-LESSON)</i>	<b>WORK PERIOD (WP)</b> 40 MINUTES  <i>(APPLICATION OF MINI-LESSON)</i>	<b>CLOSURE</b> 10 MINUTES  <i>(ACCOUNTABLE TALK)</i>	<b>STUDENT WORK CHECKLIST</b>
<p><b>RA/TA</b> Select a variety of nonfiction texts and model a specific strategy from the 7 Habits of Proficient Readers</p> <p>(During this unit we will highlight 4 reading habits: activating schema, determining importance, questioning, &amp; synthesizing)</p> <p><b>IR</b> Students practice using the strategies and document their thinking in their notebooks.</p> <p><b>Guided Reading</b> (during IR) Teachers are to begin guided reading groups</p> <p>Note: Teacher may need to review the format of how to write a letter</p>	<p><b>Section I: Generating the Proposal</b></p> <p><b>Goal:</b> Students understand the elements of a JFA and begin to explore seed ideas.</p> <p><b>Chart:</b> Features of a JFA</p>	<p>Set up notebook for JFA unit</p> <p>Generate seed ideas in notebooks about possible issues to explore</p> <p>JFA proposal letter</p>	<p>Share JFA seed ideas</p> <p>Or</p> <p>Share application of a reading habit</p> <p>Or</p> <p>Share JFA proposal letters</p>	<p><input type="checkbox"/> NB entries applying reading habits</p> <p><input type="checkbox"/> NB entry of seed ideas</p> <p><input type="checkbox"/> Publication Analysis Sheet (p. 19)</p> <p><input type="checkbox"/> Application of mini-lessons</p> <p><input type="checkbox"/> <b>JFA proposal letter</b></p>

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***CURRICULUM MAP – GRADE 8  
JFA***

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# RESOURCES: UNIT 2

# ROUTINES

The following **Routines** should be used when needed, during the Readers Workshop, as supports for writing the report. Each Routine should be first modeled and frequently practiced by the teacher. Students should be given regular opportunities to practice these Routines in an effort to have students determine which Routines/Strategies are most supportive to their work.

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
<b>Quick Write</b>	Quick Writes help students recall familiar knowledge and generate new knowledge as they explore subjects and themes.	Tell students with a QW, they have a short fixed writing time limit, they write to get down their ideas, they write freely as ideas occur to them; they do not worry about perfection.	Before, During or After Reading
<b>Coding the Text</b>	Coding the text is a system for noticing, categorizing and marking information for future reference.	Read a passage and when applicable use the following codes: “O” author’s opinion “F” fact “4” something that confirms what was already thought about a topic “X” contradicts what was already thought about a topic “*” the point seems important	During Reading
<b>Sketching Your Way Through the Text</b>	Sketching and thinking help make students thinking visible and help the students organize and express their thoughts.	Model how sketches can illustrate the key concepts of the text – remind students that drawings can also convey more abstract ideas like attitudes, concern, conflict, etc. Ask students to sketch their way through the text. Ask students to complete a notebook entry to explain their sketches.	During and After Reading

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
<b>Say Something</b>	Say Something helps students focus on what they are reading.	Chart for students possible readers thoughts: making a connection, asking a question, making a prediction, clarifying confusions. Model reading a paragraph and stopping at the end of a sentence or a few sentences to “say something” using sentence stems from the chart of possible thoughts. In groups, this works by having one student facilitate and say “say something!” to cue responses by the other group members.	During Reading
<b>Popcorn Reading</b>	Popcorn Reading allows students to hear out loud highlighted words, phrases, or ideas.	At the end of reading a text ( <i>by/with a group of students</i> ) ask the students to again scan the text and underline or highlight a word/line/phrase they think is important. Allow roughly five minutes. Ask students in no particular or predetermined order to read aloud their word/line/phrase.	After Reading
<b>Double-Entry Journal</b>	A Double-Entry Journal is a tool to allow students to document connecting thought to text.	Students’ set-up a notebook entry with two columns, one for text and the other for question/response. Have students quote exact statements/phrases from the text they have read in the first column. In the second, have students note a question or response to the quote.	During and After Reading

READING STRATEGY/ROUTINE	PURPOSE	HOW TO USE IT	WHEN TO USE IT
<b>Written Conversation</b>	Written Conversation assures all students engage in reading and writing about content.	Provide two students with a common text and a guiding, open-ended question ( <i>How do you feel about this piece? Why is the author writing this piece? What are the most important ideas of this piece?</i> ). Each student will read the piece SILENTLY. When both students finish reading for 2-3 minutes they will silently, simultaneously write notes (answering the guiding question or noting comments). They will swap papers and attempt to respond to some of the comments noted by their partner. Papers are again swapped.	After Reading

## SUPPORTIVE MINI-LESSONS FOR SUMMARIZING

### **ML: (Thinking Aloud the process of Making Inferences)**

1. Give as a handout and use on an overhead a summary (one paragraph) from a familiar touchstone text.
2. Read-aloud the summary.
3. At the end of reading each sentence, say aloud and write down an inference.
4. Rewrite at the bottom of the document, in sentence form, all of the inferences made.
5. Read-aloud the sentences.
6. Think-aloud edits that would make the sentences combine into a coherent paragraph.
7. Write down the think-aloud edits (*"I think it would be better if I added/changed...because..."*)

### **ML: (Thinking Aloud the process of Determining Importance)**

1. Give as a handout and use on an overhead a summary (one paragraph) from a familiar touchstone text.
2. Read aloud the summary.
3. Write the question: *"How did the author know and determine what information was important enough to combine in a summary?"*
4. Reread the whole text and ask students to take on the role of investigator. In this role, their task is to find in the whole text references to what the author chose to include in the summary. (Hold the summary next to/above the whole text, while rereading from the start of the text.)
5. Stop and highlight a sentence within the text that is reflected/mirrored in the summary.
6. Continue reading. Stop and highlight another sentence that is reflected/mirrored in the summary.
7. Return to the summary and think aloud what the author's thought may have been in choosing to include the important information.
8. Write down the thoughts (*"I think the author chose to include this point because..."*).

### **ML: (Identifying Important Words and Creating Synonyms)**

1. Give as a handout and use on an overhead a summary (one paragraph) from a familiar touchstone text. Read aloud the summary.
2. On the overhead text, underline the three most important sentences.
3. Write next to the underlined sentences why they are important. (*"This is important because it is the first sentence in the paragraph."*  
*"This is important because it includes the topic by name."*)
4. Rewrite (directly quote) on the bottom of the document the three sentences.
5. Identify/underline the nouns and verbs in the sentences.
6. Replace with synonyms some of the nouns and verbs in the sentences. Do this by writing the synonyms above the nouns/verbs.
7. Rewrite the three sentences using several of the noun/verb replacements.
8. Reread the three sentences aloud and think aloud if additional edits need to be made to have the sentences combine comprehensively.

## Nonfiction Unit Features

FEATURE	EXPLANATION
<b>TEXT FEATURES</b>	Bold print, italicized print, table of contents, chapter titles, appendix, index, footnotes, photographs, visuals, graphs, boxed notes, topic sentences, lead sentences, summarizing paragraph,
<b>READING HABITS TO ACCESS AND RESPOND TO MATERIAL</b>	Questioning (concepts, words), activating schema, Inferring, Determining Importance, Synthesizing
<b>WRITER'S STANCE</b>	Opinion/purpose for writing
<b>TEXT STRUCTURE</b>	<p><u>Cause and Effect</u>: provides reasons or gives explanations for how or why something happens.</p> <p><u>Problem and Solution</u>: problems are identified and solutions are discussed.</p> <p><u>Question and Answer</u>: a question is posed, followed by a specific answer.</p> <p><u>Compare and Contrast</u>: discusses two ideas and examines how they are alike and/or different.</p> <p><u>Description</u>: main ideas are supported by descriptive details.</p> <p><u>Sequence</u>: information is given in a specific order.</p>
<b>GENRE LANGUAGE</b>	Claim, support, opinion, fact, research, question, sequence, compare and contrast, cause and effect, problem and solution, text features
<b>TIER 2 AND TIER 3 VOCABULARY</b>	Tier 2 words are more advanced terms for words students already have in their knowledge bank (ex: word students know=but; tier 2 word = however; word students know = main idea; tier 2 word = thesis). Tier 3 words are domain specific words (ex: amphibious, phosphorescence).

# Vocabulary Resources

# Clues to teach words in context

(Kylene Beers, When Kids Can't Read, What Teachers Can Do)

1. **Definition or Explanation Clues:** are the most direct clues an author offers readers. With this type of clue, the author actually defines the word for the reader, generally in the same sentence.
2. **Restatement or Synonym Clues:** are clues that explain unfamiliar words in the text by restating them in simpler terms or by using synonyms. Restatement clues may not appear in the same sentence as the unfamiliar word.
3. **Contrast or Antonym Clues:** offer an opposite meaning for a word. These clues often require that students catch and understand the signal word. Like restatement and synonym clues, the contrast or antonym may appear in the same sentence or a subsequent sentence.
4. **Gist Clues:** are the most subtle type of clue an author can offer readers. With these clues, the meaning of a particular word must be inferred from the general context – or the gist – of the passage. Sometimes readers must read an entire passage before they understand the meaning of the word.
5. **Cognate Clues:** are etymologically related words between two languages; i.e. English (paper) Spanish papel.

# Vocabulary Instruction Supports

## **Tier 1 Words**

Site words

## **Tier 2 Words**

Parts of speech for which students already have a word accessible.

Introducing a Tier 2 word is giving students  
a *more advanced term* for a word they already know.

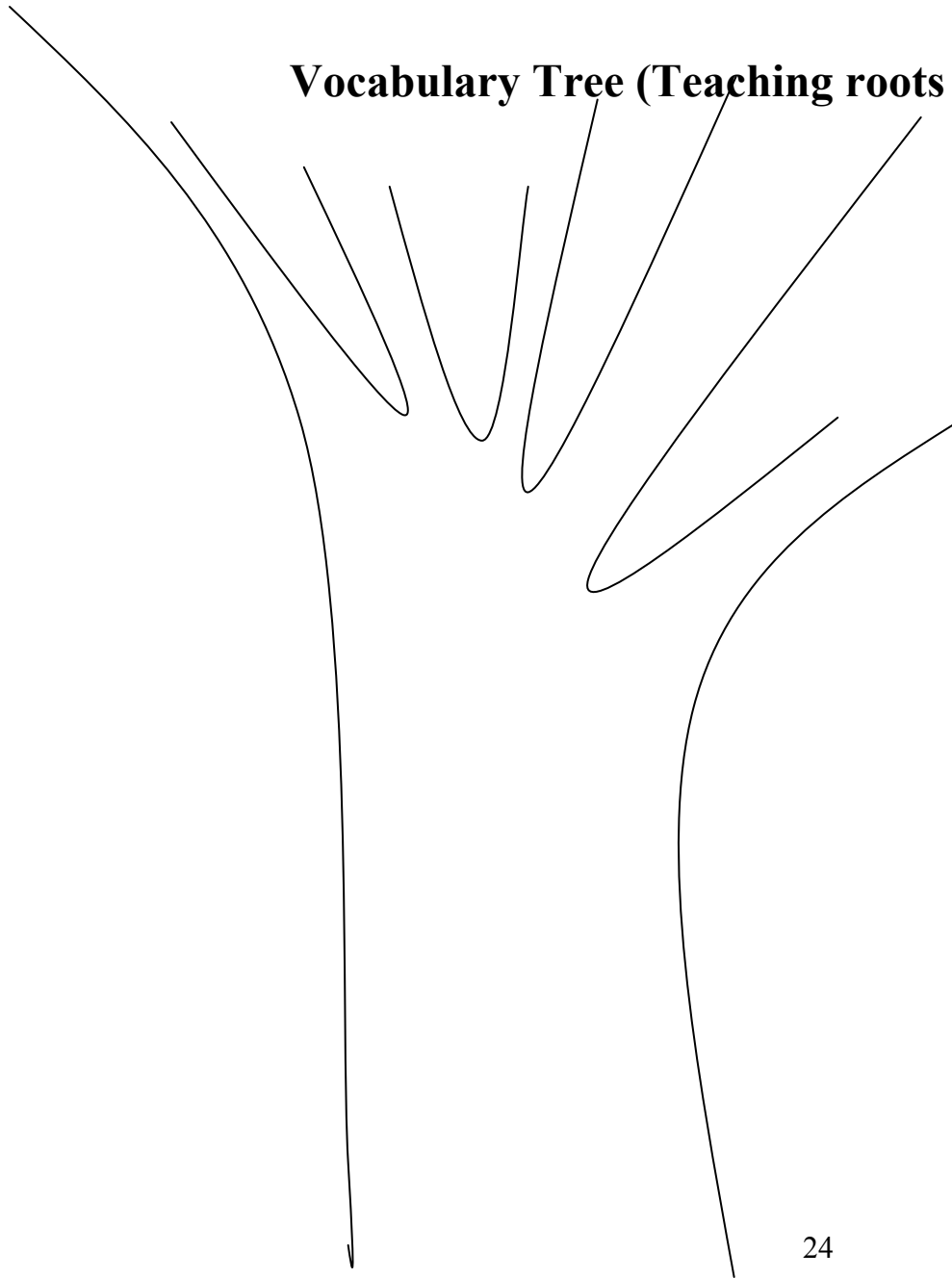
*\*Instructional focus\**

## **Tier 3 Words**

Domain specific/content area words. These words offer little opportunity  
to be taught based on knowledge students already possess.

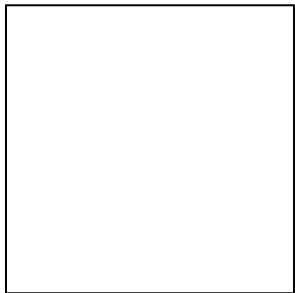
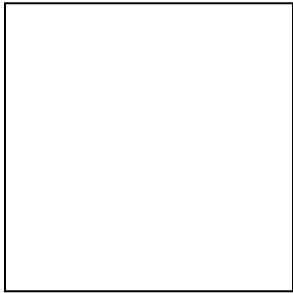
*\*most challenging for students to learn – dominant in nonfiction text\**

## Vocabulary Tree (Teaching roots suffixes and affixes)

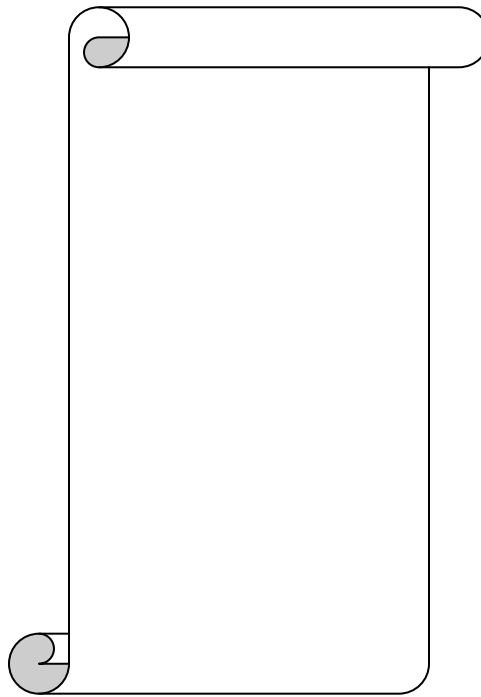
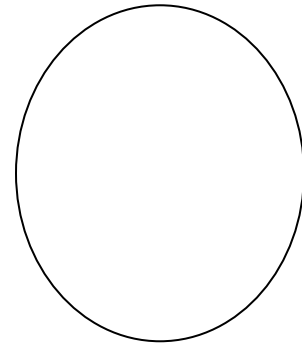
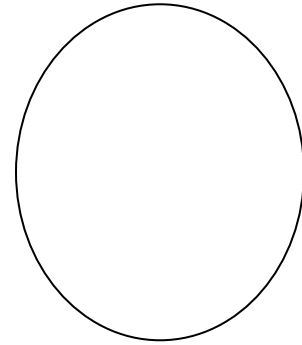


# Word Scrolls

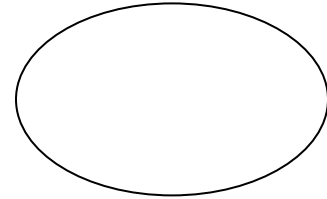
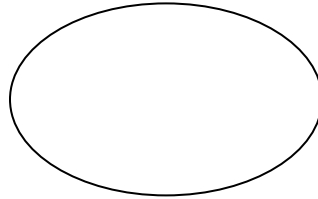
What it is...



What it isn't...



## Examples:



### Practice:

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### Logographic Cues (representative symbols):

# ARTIFACTS

STUDENT ARTIFACTS	TEACHER ARTIFACTS
<p><u>Student Portfolio:</u></p> <ul style="list-style-type: none"> <li>○ Annotated Bibliography &amp; Notebook Entries Documenting Reading Strategies</li> <li>○ JFA Proposal Letter</li> <li>○ JFA Interview</li> <li>○ Journalistic Feature Article to Publication w/Rubric &amp; Written Self-Reflection (including cover letter sheets)</li> <li>○ Formal Presentation w/Rubric &amp; Written Self-Reflection - including visuals</li> </ul> <p><u>Notebooks:</u></p> <ul style="list-style-type: none"> <li>○ Application of mini-lesson presented</li> <li>○ Notes/Charts for reference</li> <li>○ Conference notes</li> <li>○ Summaries of books read &amp; annotated bibliography</li> </ul> <p><u>Writing Folder:</u></p> <ul style="list-style-type: none"> <li>○ Draft and revisions of formal JFA</li> <li>○ Draft and revision or oral presentation notes</li> </ul>	<p><u>Teacher Assessment Portfolio:</u></p> <ul style="list-style-type: none"> <li>○ Status of the class</li> <li>○ Conference notes</li> <li>○ Small group instruction notes</li> <li>○ Informal/formal assessment data</li> </ul> <p><u>Charts:</u></p> <ul style="list-style-type: none"> <li>○ As indicated in the <i>America's Choice</i> "Genre Study: JFA"</li> <li>○ 25 Book Campaign - students progress</li> <li>○ Book of the Month Campaign w/student response</li> </ul> <p><u>Word Walls:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary &amp; Visual pertaining to the genre being studied (for example):             <ul style="list-style-type: none"> <li>○ Expository</li> <li>○ Captions</li> <li>○ Topic/Sub Topic</li> <li>○ Index/Table of contents</li> <li>○ Angles</li> <li>○ Sidebars</li> </ul> </li> </ul> <p><u>Bulletin Board:</u></p> <ul style="list-style-type: none"> <li>○ Showing JFA (or aspects of) that meet the standards w/teacher &amp; student commentary</li> <li>○ Visual Presentations of JFA (if applicable) that meet the standards w/teacher &amp; student commentary</li> </ul>

Notes: