

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 8/Magazine Article (Informative Essay)

Course Code: ELA

COURSE INTRODUCTION:

Eighth grade builds on 6th and 7th grade skills by providing both more complexity and independence in tasks and materials in order to prepare students for the rigor of high school and the 21st Century. Students will tackle works of exceptional craft across genres through wide and deep reading of literature and literary non-fiction of increasing complexity. Students will write in narrative, expository and persuasive modes while considering task, purpose and audience. They will explore a variety of structures and formats in order to create both on-demand and multiple draft writing. Students will have multiple opportunities to contribute appropriately and listen attentively to others as they participate in a variety of conversational modes: whole class, small group and partner. Students will develop more control over the conventions of standard English. Units in this course are designed to draw standards from all strands to emphasize the skills are interwoven in school and life.

UNIT DESCRIPTION:

Magazine Writing

This mid-year unit allows students to investigate more deeply a topic they already know a lot about while crafting a well-written magazine article. They will begin by reading quality magazine articles and analyzing the structures and features of those articles. They will write information essays in the structure of a magazine article by crafting an engaging introduction, descriptive body paragraphs and a satisfying conclusion. While researching their self-selected topic, they will learn to paraphrase both print and non-print sources and how to use internal and external citation methods. Students will be encouraged to learn Microsoft Publisher as a way to create the final document.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students,

SUGGESTED UNIT TIMELINE:

Five Weeks

CLASS PERIOD (min.):

50 min

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English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf . Resources based on the Universal Design for Learning principles are available at www.cast.org .						
Provide Feedback						
ESSENTIAL QUESTIONS:						
1. How do authors craft an engaging article? 2. What is the difference between borrowing and stealing?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Students will write an engaging introduction with a thesis statement that lets the reader know what to expect.	W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.A.8.a W.2.A.8.b W.2.B.8.a W.2.B.8.b W.2.C.8.a W.2.C.8.b W.2.C.8.e W.2.D.8.a W.2.D.8.b	1.4 1.8	W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f		3

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<p>2. Students will create text features such as headings, picture captions and graphics to support and expand on what they've written.</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2.A.8.a W.2.A.8.b W.2.B.8.a W.2.B.8.b W.2.C.8.a W.2.C.8.b W.2.C.8.e W.2.D.8.a W.2.D.8.b</p>	<p>1.4 1.8</p>	<p>W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f</p>		<p>3</p>
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<p>3. Students can use a variety of transitions. They won't just say, then, next, however.</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2.A.8.a W.2.A.8.b W.2.B.8.a W.2.B.8.b W.2.C.8.a W.2.C.8.b W.2.C.8.e W.2.D.8.a W.2.D.8.b</p>	<p>1.4 1.8</p>	<p>W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f</p>		<p>3</p>
<p>4. Students will write a satisfying ending that ties the article together</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.2.A.8.a W.2.A.8.b W.2.B.8.a W.2.B.8.b W.2.C.8.a W.2.C.8.b W.2.C.8.e W.2.D.8.a W.2.D.8.b</p>	<p>1.4 1.8</p>	<p>W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f</p>		<p>3</p>

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<p>5. Students can write a magazine article that would fit in a magazine they like to read.</p>	<p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.2.A.8.a W.2.A.8.b</p>	<p>1.8</p>	<p>W.8.4</p>		<p>3</p>
<p>6. Students can prewrite in order to generate ideas.</p>	<p>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p>W.1.A.8.a W.1.A.8.b W.1.A.8.c W.1.A.8.d W.1.A.8.e</p>	<p>1.1 1.2</p>	<p>W.8.5</p>		<p>3</p>
<p>7. Students can use Microsoft Publisher (newsletter templates) to make it look like a magazine article and place text features for maximum benefit.</p>	<p>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p>	<p>W.1.A.8.e</p>	<p>1.4 1.8</p>	<p>W.8.6</p>		<p>3</p>
<p>8. Students can determine which topic they enjoy and know enough about already to generate appropriate questions.</p>	<p>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.1.A.8.c</p>	<p>1.1</p>	<p>W.8.7</p>		<p>3</p>
<p>9. Students can gather information from books and the internet.</p>	<p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>L.1.A.8</p>	<p>1.2 1.4 1.7</p>	<p>W.8.8</p>		<p>3</p>

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<p>10. Students can determine if a site is appropriate for their topic.</p>	<p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>I.1.A.8</p>	<p>1.2 1.4 1.7</p>	<p>W.8.8</p>		<p>3</p>
<p>11. Students can use internal citation correctly</p>	<p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>I.1.A.8</p>	<p>1.2 1.4 1.7</p>	<p>W.8.8</p>		<p>3</p>

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<p>12. Students can create a bibliography/works cited page.</p>	<p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>I.1.A.8</p>	<p>1.2 1.4 1.7</p>	<p>W.8.8</p>		<p>3</p>
<p>13. Students can read a magazine article and figure out the overall structure (cause/effect, top 10, topical, etc).</p>	<p>R.5: 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.</p>	<p>R.3.A.8 R.3.C.8.k</p>	<p>1.5 1.6</p>	<p>RI.8.5</p>		<p>2</p>

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<p>14. Students can look for transition words and determine how they impact the reading</p>	<p>R.5: 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.</p>	<p>R.3.A.8 R.3.C.8.k</p>	<p>1.5 1.6</p>	<p>RI.8.5</p>		<p>2</p>
<p>15. Students can recognize active and passive voice and change passive to active where appropriate.</p>	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>1.5</p>	<p>L.8.1.b L.8.1.c</p>		<p>2</p>

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<p>16. Students can use verbs in the indicative, imperative, interrogative, conditional and subjunctive moods as appropriate.</p>	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p align="center">1.5</p>	<p>L.8.1.b L.8.1.c</p>		<p align="center">2</p>
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative Assessments : bell ringers, worksheets, writing conferences,</p> <p>Summative assessment: rubric-graded magazine article</p>						
<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)</p>						
<p>Obj. 15 16</p>	<p>As a class, create a Mechanics/Grammar bulletin board where, throughout the year, you will add to a checklist of editing topics as they are taught through targeted mini-lessons. Once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for the elements before publication.</p> <p>Conduct a series of mini-lessons on active and passive voice including active, helping and linking verbs. Conduct a series of mini-lessons on moods of verbs including indicative, imperative, interrogative, conditional and subjunctive. Look for the moods in published writing (especially the MENTOR TEXTS used throughout the unit).</p>					
<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p>						
<p>Obj. 15</p>	<p>Students will edit their work for active and passive voice and use different verb moods as appropriate.</p>					

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	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 6 8	<p><i>Over several days as a class opener...</i></p> <p>PREWRITING: Model free writing on the first day by posing this sentence starter “What I know/think about _____ is...” Fill in the blank with a topic you think your students have background knowledge of. Every day for several days at the beginning of class, fill in the sentence starter and have them write for five minutes about the topic (or any other one of their choice.) Be sure to tell them the purpose behind the prewriting so they will know to stay focused on teaching us something. Topics are intended to be broad jumping off points from which students can find a topic which interests them, not a confinement. Topics could include sports, famous people, hobbies, animals, family, illnesses/injuries, school, music, movies.</p> <p>After they have several entries, have them find the ones that interest them most and expand them.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 6 8	<p>Students will prewrite in a journal for several days. After they have several entries, they will use a highlighter to mark the sentences/sections of their prewriting that they most want to write about for their magazine article. Once they have selected one or two have them write about each for another 10 minutes. If they can’t write about the topic for another 10 minutes, they probably can’t write about it long enough to make an article.</p> <p>When they are finished have them make a list of questions they wonder about their topic. This will be the springboard for their small research project.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 13 14	<p><i>Over several days...</i></p> <p>MENTOR TEXT: Provide students with current, published articles with three different structures (top 10, sequential & topical are the easiest to start with). Read the articles as a class and discuss the content and structure of each. How did the author craft the article? What transition words did he use? How did those transitions help sustain the structure and help the reader understand the connections between ideas? What verbs did the author use? How did they affect the piece? What text features (headings, pictures, charts, etc.) did the author use? How were they helpful? What would have helped more? How can headings work as transitions?</p>

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	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 13 14	Students will read the articles independently or as a class and keep a chart of the differences they notice. The “Article Comparison Matrix” might help with this work.
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 1 4	<p>WRITER’S WORKSHOP:</p> <ol style="list-style-type: none"> <u>1. Mini-lesson/modeling:</u> Provide students with information/examples of leads (Barry Lane’s Revision Toolbox or the website below is a good place to start). Examine the mentor texts and determine their introduction style. Model writing an introduction for a topic of your choice. (It is always best to be writing along with your students so pick something you could write a magazine article about and continue to use that as you model writing throughout the unit.) Show students how to do two different types of introductions for the same topic, using types from the Lane’s list. Lane does not include thesis statements so you will want to be sure and add that at the end of your introductions. <u>1. Independent Work:</u> Confer with students about their introductions. <u>2. Mini-lesson:</u> Pull some sample thesis statements from student examples and rewrite them yourself into better examples. Have the students look for the characteristics of a thesis statement in your better examples. (A sample is included here but samples from your own students writing would be more effective.) <u>2. Independent Work:</u> Confer with students about their thesis statements.
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 1 4	<ol style="list-style-type: none"> <u>1. Mini-lesson:</u> Students can take notes about the parts of an introduction and the elements of a thesis. <u>1. Independent work:</u> Students will write two different introductions to their magazine article. <u>2. Mini-lesson:</u> Students will discuss what makes some thesis statements better than others. <u>2. Independent work:</u> Students will improve their thesis statements.
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)

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<p>Obj. 9 10</p>	<p>DIRECT INSTRUCTION:</p> <ol style="list-style-type: none"> 1. Provide students with a handout containing information about how to evaluate a website (RADCAB is a good, quick, easily understood method). Using sites related to your magazine topic, model evaluating the websites gathering input from the students. After you have done several together, have the students find a source for their own research and evaluate a site using the RADCAB – Evaluating Sources worksheet. 2. Create a method for students to take notes from web sources AND record bibliographic information about the sites. Explain what they should do if they can't find some of the required information. As they will need this information for internal citation and their works cited page, stress the importance of writing this information down. After they have shown they can evaluate one, set them loose to find information from various electronic and print sources.
	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p>
<p>Obj. 9 10</p>	<ol style="list-style-type: none"> 1.Students will find information to answer their research questions using print and digital sources. 2.Students will record their facts, quotes and information as well as all bibliographic information.
	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)</p>
<p>Obj. 3 5</p>	<p>WRITER'S WORKSHOP: <i>Over multiple days...</i></p> <ol style="list-style-type: none"> <u>1. Mini-lesson/modeling:</u> Model how you might structure your magazine article around the three structures displayed in the mentor texts. Use different graphic organizers to show how you might change your article depending on the structure you choose. <u>1. Independent Work:</u> Confer with students about their graphic organizers. <u>2. Mini-lesson:</u> Using the graphic organizer, model creating your middle paragraphs including topic sentence, detail sentences and concluding sentences. <u>2. Independent Work:</u> Confer with students about their middle paragraphs. <u>3. Mini-lesson:</u> Provide students with a list of transitional words and phrases. Use the mentor texts as examples of different transition wordings depending on the type of structure and purpose. Model using transition phrases and sentences to smoothly move from one paragraph to the next. <u>3. Independent Work:</u> Confer with students about their transitions.

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	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 3	<p><u>1. Mini-lesson:</u> Students can create a graphic organizer for one of the mentor articles.</p> <p><u>1. Independent work:</u> Students will create a detailed graphic organizer for their magazine article.</p>
5	<p><u>2. Mini-lesson:</u> Students take notes about the parts of a paragraph and label an example.</p> <p><u>2. Independent work:</u> Students will write their middle paragraphs.</p> <p><u>3. Mini-lesson:</u> Students will identify the transition words, phrases and sentences in the mentor texts.</p> <p><u>3. Independent work:</u> Students will revise their middle paragraphs focusing on the transitions between ideas.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 11	<p>WRITER’S WORKSHOP: Over multiple days...</p> <p><u>Mini-lesson/modeling:</u> Model how to incorporate direct quotes into the body of your magazine article using a standard citation method. Include how to write the introductory phrase or sentence as well as the internal citation method. The Owl at Purdue is a great resource for this. The handout “In-Text Citation: The Basics” might be helpful.</p> <p><u>Independent Work:</u> Give students a selection of facts and a sample paragraph. Have them work in partnerships to incorporate the facts correctly into the paragraph.</p> <p><u>Share:</u> As a class look at student work, giving each other feedback about accuracy. (You might need to repeat this lesson multiple times before they are ready to try it on their own and incorporate facts and internal citation into their magazine article.)</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 11	<p><u>Mini-lesson:</u> Students will take notes about how to incorporate internal citation.</p> <p><u>Independent work:</u> Students will work with a partner to incorporate facts into a sample paragraph. As they master the skill, they will move onto their magazine article.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)

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<p>Obj. 12</p>	<p>Give students sample bibliographic entries and have them work with a partner to label the parts. Have them circle all the punctuation they see. Discuss with the class what is italicized.</p> <p>Give pairs the pieces of a bibliographic entry (author, title, date published, web address, comma, semicolon, etc.). Have them work together to arrange them in the proper order. Give them one set for books and one set for web sites (and any other common types of resources your students used.) Have them practice multiple times.</p> <p>For homework, have students make a bibliography for their magazine article.</p>
	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p>
<p>Obj. 12</p>	<p>Circle punctuation in the bibliography entries. Talk with partner about what the italics are for.</p> <p>Work with a partner to organize the pieces properly.</p> <p>Create a rough draft of their own bibliography from the resources they used for their magazine article.</p>
	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)</p>
<p>Obj. 2</p> <p>7</p>	<p>WRITER’S WORKSHOP: Over multiple days...</p> <p><u>1. Mini-lesson/modeling:</u> Using a publishing program (Microsoft Publisher – newsletter templates work well), model finding a template that matches your theme and manipulating the font and spacing in order to create a text that looks like a magazine article.</p> <p><u>1. Independent Work:</u> Confer with students about their formatting decisions.</p> <p><u>2. Mini-lesson/modeling:</u> Show students the three mentor texts and discuss the placement and purpose of all the text features. Make a class list/chart. Give students a list of text features and discuss the purpose of ones they may want to use. Make a list of the features you plan to use in your sample article. Explain your decision making.</p> <p><u>2. Independent Work:</u> Confer with students about their text features.</p> <p><u>3. Mini-lesson/modeling:</u> Using a publishing program (Microsoft Publisher – newsletter templates work well), model considering which text features to use and where you might place them for maxim effect.</p> <p><u>3. Independent Work:</u> Confer with students about their formatting decisions.</p>
	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p>

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Obj.	1. Mini-lesson: Students will follow along on their own computers doing the steps the teacher does.
2	1. Independent work: Students will type their magazine article changing the font and spacing for maximum effect.
7	2. Mini-lesson: Students will name the text features used in the articles and offer suggestions as to their purpose. 2. Independent work: Students will create a plan for which text features they are going to use and why.
	3. Mini-lesson: Students will follow along as the teacher creates text features. 3. Independent work: Students will embed text features into their magazine articles.
UNIT RESOURCES: (include internet addresses for linking) Possible Texts to Use: Internet: 1. Purdue Online Writing Lab (OWL) aka Owl at Purdue: APA Formatting and Style Guide http://owl.english.purdue.edu/owl/resource/560/01/ 2. Barry Lanes' Leads in Expository writing: http://www.mcte.org/resources/laneleads.html 3. Tools for evaluating websites – RAD CAB http://www.radcab.com/ 4. Lists of transitional words http://www.smart-words.org/transition-words.html 5. Text Features Handout: http://t4.jordan.k12.ut.us/cbl/images/litfac/binfo.pdf	