**Eighth Grade Writing Guide**

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| Please review the Seventh Grade Skills Lessons on the Writer’s Workshop Check Sheet. |

*\*Page numbers are from Crafting Nonfiction by Linda Hoyt and Kelly Boswell.*

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| **GENERAL WRITING SKILLS** | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | August | 310, 312-315, 322-323  Page 324 (Grammar) |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | August | 310, 312-315, 322-323  Page 324 (Grammar) |
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. | August | 310, 312-315, 322-323  Page 324 (Grammar) |
| Spell correctly. | August | 92-93  138-139  346-347 |
| Use punctuation to indicate a pause or break. | August | <http://www.k12reader.com/subject/grammar/punctuation/>  (punctuation worksheets) |
| Use an ellipsis to indicate an omission. | September | <http://www.k12reader.com/worksheet/dot-dot-dot-the-ellipsis/> |
| Explain the function of verbals in general and their function in particular sentences. | September | <http://www.k12reader.com/?s=verbals> |
| Form and use verbs in the active and passive voice. | September | <http://www.k12reader.com/worksheet/passive-voice-to-active-voice/>  <http://www.k12reader.com/worksheet/active-voice-to-passive-voice/> |
| Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | October | <http://www.k12reader.com/learn-about-imperative-sentences-now/>  [www.stcs.k12.oh.us/Downloads/Verbs%20Have%20Moods%20Too.pptx](http://www.stcs.k12.oh.us/Downloads/Verbs%20Have%20Moods%20Too.pptx)  (Powerpoint to use for moods of verbs) |
| Recognize and correct inappropriate shifts in verb voice and mood. | October | See above resources |
| Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. | October | See above resources |
| **NARRATIVE WRITING** | | |
| Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | August--  September  January-February  (repeated for a second narrative) | <http://www.proteacher.net/discussions/showthread.php?t=431547>  <http://writingfix.com/genres/narrative.htm#5>  (Writing prompts, examples, and a lesson on narrative writing.) |
| Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | August/January | 190-191  94-95  96-97  <http://grammar.about.com/od/pq/g/povterm.htm> |
| Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | August/January | <http://betterlesson.com/community/lesson/29154/adding-dialogue>  <http://www.brighthubeducation.com/high-school-english-lessons/12897-writing-dialogue-effectively/>  <http://youngteacherlove.blogspot.com/2012/11/writing-dialogue-part-2.html> |
| Use flashbacks (see the *Idea Development* poster) to develop experiences and events. | September/  February | <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-flashback-flash-forward-94.html#resources> |
| Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | August/January | 218-219  244-245  <http://writing2.richmond.edu/writing/wweb/trans1.html> |
| Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | September/  February | 160-161  118-119  <http://www.dailywritingtips.com/10-techniques-for-more-precise-writing/> |
| Provide a conclusion that follows from and reflects on the narrated experiences or events. | August/January | <http://www.thewritesource.com/studentmodels/ws2k-gvnglife.htm> |
| Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | August/January | 44-63 |
| **INFORMATIONAL/EXPLANATORY WRITING** | | |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | October--December | Timeforkids.com  Teenink.com  https://learnzillion.com/courses/57#collection\_1057  (This is a 7th grade lesson set for informational writing.) |
| Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphic, and multimedia when useful to aiding comprehension. | October/November | 68-69  84-85  144 (Presenting)  188-189  286 (Text Features)  184-185  70-71  252-253  <http://www.time4writing.com/writing-paragraphs/topic-sentence/> |
| Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | October/November | 188-189 |
| Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | November | 90-91  198-199  242-243  244-245 |
| 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. | November | <http://www.education.wisc.edu/docs/soe-documents/aics-lesson3-webpagecredibilitychecklist.pdf?sfvrsn=2>  (Website credibility checklist) |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | November |  |
| Use analogies to develop a topic. (See *the Idea Development* poster.) | December | <http://grammar.about.com/od/topicsuggestions/a/Thirty-Writing-Topics-Analogy.htm>  (There is a list of topics for writing analogies on this page.) |
| Use anecdotes to develop a topic. (See the *Idea Development* poster.) | December | <http://examples.yourdictionary.com/examples-of-anecdotes.html> |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | November | <http://www.dailywritingtips.com/10-techniques-for-more-precise-writing/> |
| Establish and maintain a formal style. | November | <https://www.youtube.com/watch?v=2Y1nkEf0rAM>  (A great lesson on tone.)  <https://www.youtube.com/watch?v=sdDBY2-Wmis>  (Explains the difference between formal and informal writing styles.) |
| Provide a concluding statement or section that follows from and supports the information or explanation presented | December | 192-193 |
| 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. | December | 144-155 |
| **ARGUMENTATIVE WRITING** | | |
| Write arguments to support claims with clear reasons and relevant evidence. | March--May | <https://learnzillion.com/courses/57#collection_1057>  (Writing set from Learnzillion) |
| Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically | March | 181 (possible organizer)  <https://learnzillion.com/lessons/1692-acknowledge-an-opposing-view-in-argumentative-writing> |
| Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources | March | <http://www.education.wisc.edu/docs/soe-documents/aics-lesson3-webpagecredibilitychecklist.pdf?sfvrsn=2>  (Website credibility checklist) |
| Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence | March | <http://www.d123.org/olhms/hmccarthy/documents/PersuasiveEssayChecklist.pdf>  (Persuasive writing checklist…including transitions list) |
| Use questions - asking rhetorical questions –to develop/support an opinion. (See the *Idea Development* poster.) | April | <https://www.youtube.com/watch?v=cCK6wQ0BoxI> |
| Use statistics to develop/support an opinion. (See the *Idea Development* poster.) | April | <http://knowledge.thinkingstorm.com/SourcesEvidence/UsingStatisticsinWriting.aspx> |
| Establish and maintain a formal style | March | <https://www.youtube.com/watch?v=2Y1nkEf0rAM>  (A great lesson on tone.)  <https://www.youtube.com/watch?v=sdDBY2-Wmis>  (Explains the difference between formal and informal writing styles.) |
| Provide a concluding statement or section that follows from and supports the argument presented. | April | 100-101 |

**Ongoing Writing Standards:**

* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* 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.
* Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

**Ongoing Reading Standards**

* Apply grade 8 Reading standards to literature.
* Apply literary standards to nonfiction.
* 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.
* Use context as a clue to the meaning of a word or phrase.
* Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
* Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
* Verify the preliminary determination of the meaning of a word or phrases.
* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* Interpret figures of speech in context.
* Use the relationship between particular words to better understand each of the words.
* Distinguish among the connotation of words with similar denotations
* 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.