

Writing Curriculum
Grade 8

TIME FRAME	√ and note completion date	STANDARDS/INSTRUCTIONAL FOCUS
Marking Period 1 September to November		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Self-assessment • Sensory details/Figurative Language • Strong Attention Grabbing Lead • Fact versus Opinion • Pre-write / Graphic Organizer • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics <p>3.2.B Writing as Product</p> <ul style="list-style-type: none"> • Journal Writing (Continues throughout the year) • Persuasive Writing • Speculative writing • Patriotic Essay (Opinion) • Fire Prevention and Awareness Essay (Problem-Solution) • Poetry • Book reports/ response to literature • Autobiographical narrative • Rubrics/ focus correction areas <p>3.2.C Conventions (Mechanics, Spelling, and Handwriting)</p> <ul style="list-style-type: none"> • Reference Materials: dictionary, thesaurus, on-line, etc. (Continues

		<p>throughout the year)</p> <ul style="list-style-type: none"> • Review parts of Speech • Nouns • Sentence Structure: subject, predicate, simple, compound • Transition Words (Continues throughout the year) • Using new vocabulary in writing • Comma use • Punctuating dialogue • Legible handwriting: cursive or manuscript <p>3.2 D Writing Forms, Audiences, and Purposes</p> <ul style="list-style-type: none"> • Response to Literature and other Arts media • Writing to audiences outside the classroom • Written peer responses • Portfolio Writing (continues throughout the year) • State position, present supporting evidence, organize effectively to present point of view • Use a variety of persuasive strategies • Compositional risks; Dialogue, Background information, Anecdote • Reflection • Open-ended and essay questions across the curriculum
Marking Period 2 November – January		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Character Sketch • Descriptive Essay • Compare/contrast • Persuasive essay • Sensory details • Using vivid words and details

		<ul style="list-style-type: none"> • Dialogue • Pre-write / Graphic Organizer • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics <p>3.2.B Writing as Product</p> <ul style="list-style-type: none"> • Reflective Writing • Memoir • Letter Writing • Descriptive Essay • Compare/contrast • Cause/Effect • Narrative / Speculative • Using a Rubric • Cross Curricular • Timed writing <p>3.2.C Conventions (Mechanics, Spelling, and Handwriting)</p> <ul style="list-style-type: none"> • Sentence Beginnings • Sentence Structure: clauses and compound and complex sentences • Conjunctions • Prepositions • Verbs • Parallel construction • Precise Nouns and Verbs • Transitions
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		<ul style="list-style-type: none"> • Vocabulary • Legible handwriting: cursive or manuscript <p>3.2 D Writing Forms, Audiences, and Purposes</p> <ul style="list-style-type: none"> • Compare & Contrast Characters • Cross Curricular • Compositional Risks: characters thoughts & feelings, figurative language, idioms, dialogue • Response to Literature • Jurying • Reflective writing • Portfolio writing • Develop personal writing style and voice
Marking Period 3 February – April		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Supporting Details using text • Catchy titles • Sentence Fluency • Strong ending • Sound devices in poetry/prose • Pre-write / Graphic Organizer • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics <p>3.2.B Writing as Product</p>

		<ul style="list-style-type: none"> • Reflection on Storytelling • Persuasive Letters • Poetry in a variety of themes and forms • Memoir/ Autobiographical writing • Expository Writing • Cross-curricular writing • Rubrics • Timed Writing <p>3.2.C Conventions (Mechanics, Vocabulary, and Handwriting)</p> <ul style="list-style-type: none"> • Vocabulary • Word choice • Verbals • Appositives • Transition words and Phrases • Sentence structure: Parallel construction • Legible handwriting: cursive or manuscript <p>3.2 D Writing Forms, Audiences, and Purposes</p> <ul style="list-style-type: none"> • Reflective writing • Portfolio writing • Develop personal writing style and voice • Compositional Risks: humor, • Response to Literature and other Art media • Open-ended questions across the curriculum
Marking Period 4 April – June		<p>3.2.A Writing as a Process</p> <ul style="list-style-type: none"> • Paraphrasing, summary, direct quotation • Pre-write / Graphic Organizer

		<ul style="list-style-type: none"> • Drafting, revising, and editing • Peer Evaluation/self-evaluation • Teacher Conference • Publishing/ word processing software • Rubrics <p>3.2.B Writing as Product</p> <ul style="list-style-type: none"> • Expository Essay • Reflective writing • Cause/effect essay • Research Paper • Historical composition • Cross-curricular composition • Portfolio writing • Using a Rubric <p>3.2.C Conventions (Mechanics, Vocabulary, and Handwriting)</p> <ul style="list-style-type: none"> • Sentence Structure/Fluency • Transition words and Phrases • Word choice • Vocabulary • Parenthetical documentation • Works Cited Page • Legible handwriting: cursive or manuscript <p>3.2 D Writing Forms, Audiences, and Purposes</p>
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