

Topic: Author's Backpack

Days: 180

Subject Area(s): English Language Arts

Grade(s): 8

**Key Learning:** The eighth grade writer makes writing choices based on topic, audience, and purpose, composing pieces that incorporate strategies of writing. Eighth grade students focus on developing well-organized persuasive and expository essays. They develop a more complex thesis, expand their support with substantial evidence, incorporate mature word choice and sentence fluency, and utilize proper conventions.



**Unit Essential Question(s):** How is writing a skill that draws on the use of strategies to accomplish goals and acts as a tool for learning subject matter?

**Concept:**  
**September - Persuasive Writing**  
 LA.8.4.3.1, LA.8.4.3.2

- Full Process Persuasive Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)

**Concept:**  
**October - Persuasive Writing**  
 LA.8.4.3.1, LA.8.4.3.2

- Timed Persuasive Essay (45 minutes, Holistically scored using FCAT Writes rubric)

**Concept:**  
**November - Expository Writing**  
 LA.8.4.2.1, LA.8.4.2.2, LA.8.4.2.3

- Full Process Expository Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)

**Lesson Essential Question(s):**  
 What are the purposes of persuasive writing? (A)

What are the parts of the persuasive essay? (A)

How do I choose thoughtful transitions that clearly show how ideas are connected? (ET)

How can I successfully PLAN for a persuasive essay? (A)

How can I add a "hook" that catches the reader's attention? (ET)

How do I construct a thesis statement that states my position and transitions smoothly into the first paragraph? Within my conclusion, how do I go beyond "restating my thesis" to reach a judgment, endorse an issue, discuss findings, or offer directives? (ET)

**Lesson Essential Question(s):**  
 How can I write elaborated, well-supported body paragraphs? (A)

How do I enhance my word choice through strong verbs, adjectives, adverbs, and figurative language? (ET)

How do I maintain a voice that is individual, compelling, and engaging? (ET)

How do I construct my sentences with strong and varied structure that invites expressive oral reading? (ET)

How do I effectively use the parts (topic, writing situation, directions) of a timed-writing persuasive prompt? (A)

How can writers earn a 4, 5, or 6 on FCAT Writes? (ET)

**Lesson Essential Question(s):**  
 What are the purposes of an expository essay? (A)

How do I effectively use the parts (topic, writing situation, directions) of a timed-writing expository prompt? (A)

What are the differences between an expository and persuasive essay? (A)

How do I employ an extended metaphor as a writing strategy within my essay? (A)

How can I revise and edit an essay with a peer? (A)

How do colorful adjectives and action verbs enhance my writing? (ET)

**Vocabulary:**  
 PLAN, hook, persuade, clear, inviting, organization, WRITE, PERSUADE THEM, introduction, audience

**Vocabulary:**  
 voice, sentence fluency, support, credibility, call to action, conclusion, elaborate

**Vocabulary:**  
 expository

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<p><b>Concept:</b>  <b>December - Expository Writing</b></p> <p><u>LA.8.4.2.3</u></p> <ul style="list-style-type: none"> <li>Timed Expository Essay (45 minutes, Holistically scored using FCAT Writes rubric)</li> </ul>	<p><b>Concept:</b>  <b>January - Study of Writing Models and application</b></p> <p><u>LA.8.4.2.1</u>, <u>LA.8.4.2.3</u>, <u>LA.8.4.3.1</u>, <u>LA.8.4.3.2</u></p> <ul style="list-style-type: none"> <li>Timed Persuasive Essay (45 minutes, Holistically scored using FCAT Writes rubric)</li> <li>Timed Expository Essay (45 minutes, Holistically scored using FCAT Writes rubric)</li> </ul>	<p><b>Concept:</b>  <b>February - Collaborative and Independent Writing</b></p> <p><u>LA.8.4.3.2</u>, <u>LA.8.4.2.3</u></p> <p>Convey Experience Essay</p> <ul style="list-style-type: none"> <li>For example - Teen Life, a monthly magazine for young adults, has announced a writing contest for middle school students. The theme of the contest is "Achieving Goals." Write an entry for the contest about a memorable moment in your life when you achieved a goal you set for yourself. All successful responses will need to clearly convey the experience of achieving a goal so that the reader can fully understand the experience and its importance.</li> </ul>
<p><b>Lesson Essential Question(s):</b>                  How can I utilize word processing technology to enhance the quality of text? (A)</p> <p>How do I construct more complex and sophisticated sentences through sentence-combining? (A)</p> <p>How can I write an essay with a sense of completeness and wholeness? (ET)</p> <p>How do I make my support specific with vivid pictures and relevant with clarity in presentation? (ET)</p> <p>How do I employ figurative language within an essay? (ET)</p>	<p><b>Lesson Essential Question(s):</b>                  How can I fine tune my voice and freshness of expression? (A)</p> <p>How do writers employ an organizational pattern that provides for a logical progression of ideas? (A)</p> <p>How do writers earn a 4, 5, or 6 on FCAT Writes? (A)</p>	<p><b>Lesson Essential Question(s):</b>                  How can my writing make a strong, positive impact upon my audience? (A)</p> <p>How would the writing process be used to write a descriptive essay? (A)</p>
<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>

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<p><b>Concept:</b>  <b>March/April - Informative Writing</b></p> <p><u>LA.8.4.2.3</u></p> <p>Full Process Informational/Expository Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)</p> <ul style="list-style-type: none"> <li>For example, read several articles about pioneers and compare and contrast the difficulties they had crossing the plains.</li> </ul>	<p><b>Concept:</b>  <b>March/April - Work-Related Text</b></p> <p><u>LA.8.4.2.3</u></p> <p>Work-related text, which would include such documents as memos, e-mails, correspondence, project plans, work orders, proposals, resume, bios, abstracts, Web pages or talking points.</p> <ul style="list-style-type: none"> <li>For example, create a travel log which clearly explains and summarizes an imaginary trip, so that other students might want to take the trip.</li> </ul>	<p><b>Concept:</b>  <b>May - Use with Research Processes and Products II Unit Map</b></p> <p><u>LA.8.4.2.3</u></p> <p>Full Process Research Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)</p> <ul style="list-style-type: none"> <li>For example, President Obama was elected on a platform of change. In his inaugural speech, he set specific goals for his administration to achieve this change. Through his first 100 days, the President has attempted to use the power of his office to move the country toward achieving these goals. Whether or not his efforts have been effective is a matter of argument. Each person must decide for him or herself if the President is succeeding in achieving the vision outlined in his inauguration. This can only be done by examining the specific actions he has taken during the first 100 days. Students will be required to think critically about a current topic and not only write on the topic but be able to take a stance to justify their position.</li> </ul>
<p><b>Lesson Essential Question(s):</b>                  How do I write a concise summary that still captures the main meaning of the text? (A)</p>	<p><b>Lesson Essential Question(s):</b>                  How do I write a friendly letter describing an event? (A)</p>	<p><b>Lesson Essential Question(s):</b>                  How do I research, develop, and write a problem/solution essay? (A)</p>
<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>

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**Additional Information:**

**Teachers are encouraged to model how to use the above mentioned strategies.**

**REFER TO *EDITING FOR LANGUAGE CONVENTIONS MAP* FOR THE FOLLOWING CONCEPTS THAT ARE TO BE TAUGHT IN CONJUNCTION WITH WRITING:**

September - October Concept: Eight Parts of Speech

verb  
adjective  
adverb  
noun  
pronoun  
conjunction  
preposition  
interjection

October - November Concept: Punctuation

comma  
colon  
semicolon  
quotation mark  
apostrophe

November-December Concept: Capitalization

proper noun  
proper adjective

December-January Concept: Spelling

root word  
prefix  
suffix  
etymology

**Types of Introductions:** Provide background, share an anecdote, outline a problem, explain an issue, present a situation, offer a definition, ask a question, use an extended example, present a quotation, make a comparison, provide statistics, describe a mystery

**Frequently used forms for body paragraphs:** chronological order, cause and effect order, order of importance, comparison/contrast

**Collaborative Writing** involves peers writing as a team. In one approach, a high-achieving student is assigned to be the Helper (tutor) and a low-achieving student is assigned to be the Writer (tutee). The students are instructed to work as partners on a writing task. The Helper assists the Writer with constructing meaning, organizing ideas, spelling, using punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product. The teacher's role is to monitor the process and address any concerns.

**Varieties of Support:** comparisons, appeals to authority, appeals to audience needs and values; address the counterargument; anecdotes, facts, and statistics that determine and support probable effect

**General patterns for a conclusion:** move from a specific argument to a statement of the argument's broader significance; suggest further directions or effects of the plan; raise related issues, but do not introduce any new arguments

**Sentence variety:** Instruction involves teaching students to construct more sophisticated sentences by combining two or more simple sentences into a single, complex sentence.

- Combining shorter, related sentences into a compound sentence using coordinating conjunctions
- Moving an adjective/adjective clause or adverb/adverb clause from one sentence into another to create meaning that is clear and concise

**Attached Document(s):**

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**Concept: September - Persuasive Writing**

PLAN - **P**ay attention to the prompt; **L**ist the main idea; **A**dd supporting details;  
**N**umber your ideas

hook - a "clincher" statement that catches the reader's attention

persuade - to convince others to agree with a particular point of view

clear - the precise and accurate expression of carefully considered ideas

inviting - stimulates your readers' interest, as well as arouse their curiosity

organization - refers to the structure or plan of development (beginning, middle, and end) and the relationship of one point to another; refers to the use of transitional devices to signal both the relationship of the supporting ideas to the main idea, theme, or unifying point, and the connections between and among them

WRITE - **W**ork from your plan to develop your thesis statement; **R**emember your goals; **I**nclude transition words for each paragraph; **T**ry to use different kinds of sentences; **E**xiting, interesting \$10,000 words.

PERSUADE THEM - **P**ride; **E**nvironment; **R**esponsibility; **S**afety; **U**nfairness;

**A**ppearance; **D**uty; **E**ducation; **T**ime; **H**ealth; **E**fficiency; **M**oney

introduction - invites the audience to read an essay

audience - the person(s) who reads or listens to what the writer or speaker says

**Concept: October - Persuasive Writing**

voice - a writer's personality and style is revealed through writing

sentence fluency - rhythm and flow of the language; sounds good when read aloud;

crafted for ease of reading experience; sound of word patterns; sentence variety;

has cadence, power, rhythm, and movement; writings plays to the ear; free of awkward word patterns

support - refers to the quality of details used to explain, clarify, or define; the quality of support depends on word choice, specificity, depth, relevance, and thoroughness

credibility - the quality of a speaker or writer that makes the person's words believable

call to action - recommendation; tell the readers exactly what the argument expects of them

conclusion - where you wrap-up your subject and give your final insight

elaborate - add additional detail by explaining and giving specific examples

**Concept: November - Expository Writing**

expository - a kind of writing that aims at information and explaining; examples of expository writing are news articles, how to instructions, and research paper