August	Writing							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Biography	A1. Narrative Writing c. Biography B1. Writing Process a. Brainstorming/Prewrite C1. Writing Triats a. Ideas b. Organization	A1a. Establish the significance of events and personal decisions made by the subject of a biography. A1a. Write a description an event, object or place using the writing process. B1. The entire writing process will be used to develop details, images to support thesis. B1a. Use various oral and written brainstorming strategies to determine an effective ideas for biography. C1a. Use sensory details, write		A1. Draft 1/1/2011 A1. Final - homepage of wiki or blog 1/1/2011		B1. iPad or computer B1a. iPads, word processing, electronic post its and highlight	W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1â€"3 above.) W.8.7- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for

			details that show rather than tell. C1b. Sequence ideas logically in written biography.					multiple avenues of exploration. W.8.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.8.1a-Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and

						evidence. W.8.2b- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2e- Establish and maintain a formal style.
Descriptive	A2. Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing Triats d. Sentence Fluency e. Word Choice	A2b. Write a description of an event, object, or place using the writing process. A2b. Research descriptive pieces that model figurative language. B1. The entire writing process will be used to develop	A2. Journal on Wiki 1/1/2011 A2. Final Copy - electronically, photo essay 1/1/2011		B1. Electronically/smartboard/chart details to compare/contrast. C1e. Wordle	W.8.5-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

		details, images to support thesis. B2d. Use teacher/peer review to revise verbal/written feedback. ____. Transitions from tense. C1d. Write sentences that vary in length, structure, and beginnings. C1d. Post electronically sentence strips for cutting and pasting. C1d. Use thoughtful and creative transitions between sentences and thoughts. C1d. Use figurative language. C1e. Use words specific to the topic.			(Editing for conventions should demonstrate command of Language standards 1â€"3 up to and including grade 8 on page 52.) W.8.6-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. W.8.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.8.2a-Introduce a topic clearly, previewing

						what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2b-Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.3a-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. W.8.3b-Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3c-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. W.8.3d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey

							experiences and events. W.8.3e-Provide a conclusion that follows from and reflects on the narrated experiences or events. W.8.11-Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. W.8.11b-Create poetry, stories, plays, and other literary forms (e.g. videos, art work). W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in

							standards 1â€"3 above.) W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented.
Literary Response	A4. Functional Writing d. Writing About Reading: Literary Response B1. Writing Process b. Drafting C1. Writing Triats a.	A4d. Write written response to literature, letter to the author, review. A4d. Analyze literature online. A4d. Incorporate opinion, connection to		A4. Conference 1/1/2011 A4. Final - video review 1/1/2011		A4d. SMARTboard	W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in

	Ideas/Content b. Organization c. Conventions	text. B1. Edit on SMARTboard. B1d. Create paragraph that group related ideas. B1d. Understand elements of fiction, setting, conflict, characters. B1d. Identify change in character, chart through post-its, SMARTboard, graphic organizers, debate. C1a. Clearly communicate main points. C1a. Provide details that are accurate and interesting. C1b. Use a topic sentence to focus a subject. C1b. Create transitions between ideas and paragraphs. C1c. Use correct verb tense.					standards 1â€"3 above.) W.8.5-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. (Editing for conventions should demonstrate command of Language standards 1â€"3 up to and including grade 8 on page 52.) W.8.6-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.

							W.8.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.8.1a-Introduce claim(s), acknowledge

							and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1b-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1d-Establish and maintain a formal style. W.8.1e-Provide a concluding statement or section that follows from and supports the argument presented. W.8.2a-

| | | | | | | | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2b- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. |

							W.8.2e-Establish and maintain a formal style. W.8.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.3a-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. W.8.3d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.3e-Provide a conclusion that follows from and reflects on the

							narrated experiences or events. W.8.9a-Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). W.8.9b-Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). W.8.11a-Make

						well-supported personal, cultural, textual, and thematic connections across genres. W.8.11b-Create poetry, stories, plays, and other literary forms (e.g. videos, art work).
Persuasive	A2. Informational Writing e. Persuasive letter to a business person B1. Writing Process a. Brainstorming/Prewriting C1. Writing Traits b. Organization d. Sentence Fluency	A2e. Provide a series of clear arguments or reasons to support the argument through video debate. A2e. Write and send letters to real audiences. A2e. Publish online. B1a. Use various oral and written brainstorming strategies. C1b. Provide details and examples that develop and support thesis. C1d. Use language to establish a point of view.		A2. Conference 1/1/2011 A2. Final 1/1/2011			W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1â€"3 above.) W.8.5-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. (Editing for conventions should demonstrate command of Language standards 1â€"3 up to and including grade 8 on page 52.) W.8.6-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. W.8.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

								W.8.1a-Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1b-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1d-Establish and maintain a formal style. W.8.1e-Provide a concluding statement or

								section that follows from and supports the argument presented. W.8.2a-Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2b-Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas

								and concepts. W.8.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2e- Establish and maintain a formal style. W.8.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented.
Poetry	A3. Poetic Writing a. Poetry B1. Writing Process b. Drafting c. Revising C1. Writing Triats c. Voice	A3a. Write a poetic text in response to another poem. B1b. Use words that show not tell. B1c. Write sucessive drafts to show substantial revisions. B1c. Use repetition, refrain and rhythm. C1a. Share thoughts, feelings, inner conflict, convictions. C1a. Write		A3. Conference 1/1/2011 A3. Final Copy 1/1/2011		A3a. Wordle C1a. Podcasts		W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1â€"3 above.) W.8.5-With some guidance and support from peers and

			with a cadence that demonstraits the individualistic style of the writer. C1a. Read aloud/video.					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 (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) W.8.6-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. W.8.10-Write routinely over extended time frames (time for research,

							reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.8.1a-Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1b-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among

							claim(s), counterclaims, reasons, and evidence. W.8.1d-Establish and maintain a formal style. W.8.1e-Provide a concluding statement or section that follows from and supports the argument presented. W.8.2a-Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2b-Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or

								other information and examples. W.8.2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2e-Establish and maintain a formal style. W.8.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.3c-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. W.8.3d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.11b-Create poetry, stories, plays, and other literary forms (e.g. videos, art work).
Compare/Contrast Essay	A4. Functional Writing e. Compare/Contrast Essay B1. Writing Process a. Brainstorm/Prewrite b. Draft c. Revise d. Edit e. Publish C1. Writing Triats a. Ideas b. Organization e. Word Choice	A4e. Compose and publish electronically essay that compares/contrasts ideas/characters/issues. B1. Incorporate all steps of the writing process. B1d. Peer edit. C1a. Clearly communicate main points. C1b. Put like ideas together. C1e. Use memorable, vivid words.		A4. Graphic Organizer (venn/t-chart) 1/1/2011 A4. Final Copy 1/1/2011		C1a. Video, iPads, Wiki, twitter	W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1â€"3 above.) W.8.5-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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) W.8.6-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. W.8.10-Write routinely over extended time frames (time |

							for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.8.1a-Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1b-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships

							among claim(s), counterclaims, reasons, and evidence. W.8.1d-Establish and maintain a formal style. W.8.1e-Provide a concluding statement or section that follows from and supports the argument presented. W.8.2a-Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2b-Develop the topic with relevant, well-chosen facts, definitions, concrete details,

							quotations, or other information and examples. W.8.2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.3a-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.

							W.8.3b-Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3c-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. W.8.3d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.3e-Provide a conclusion that follows from and reflects on the

							narrated experiences or events.
Test Writing	A4. Functional Writing c. Test Writing B1. Writing Process c. Revising C1. Writing Triats a. Ideas f. Conventions	A1c. Analyze prompt in groups to determine purpose, audience and genre, share with class. A1c. Write concisely to the directions of the question/prompt, reconstruct directions. A4c. Use technology including online tools. B1c. Edit for word suitability, precise meanings. B1c. Peer review, edit for cadence in sentences. C1a. Collaboratively discuss appropriate ideas. C1a. Use sensory details that show rather than tell. C1a. Engage the reader with ideas that show strong knowledge of the topic. C1f. Revise for		A4. Constructed Response 1/1/2011			W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5-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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade

		appropriate punctuation and spelling.					8 on page 52.) W.8.6-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. W.8.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.8.1a-Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1b-Support claim(s) with

							logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1d-Establish and maintain a formal style. W.8.1e-Provide a concluding statement or section that follows from and supports the argument presented. W.8.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2e-Establish and maintain a formal style. W.8.3a-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. W.8.3b-Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3c-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. W.8.3d-Use precise words and phrases, relevant descriptive details, and

							sensory language to capture the action and convey experiences and events. W.8.9a-Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). W.8.9b-Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when

							irrelevant evidence is introducedâ€).
Multi-Genre	A5. Hybrid Writing a. Multi-Genre B1. Writing Process a. Brainstorm/Prewrite b. Draft c. Revise d. Edit e. Publish C1. Writing Triats b. Organization c. Voice d. Sentence Fluency g. Presentation	A5a. Write pieces of text in different genres appropriate to purpose. A5a. Compare genres gathered from online resources. B1. Incorporate all steps of the writing process. C1b. Organize information to fit the piece. C1c. Select precise words to reflect what the writer is trying to say. C1b. Graphic organizer outline where/when transitions are appropriate. C1d. Use thoughtful and creative transitions between selections and throughout. C1g. Present		A5. Conference 1/1/2011 A5. Final Copy 1/1/2011			W.8.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1â€“3 above.) W.8.5-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 (Editing for conventions should demonstrate command of

			introduction aloud to peers electronically.						Language standards 1â€"3 up to and including grade 8 on page 52.) W.8.6-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. W.8.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.8-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. W.8.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.8.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.2a-Introduce a topic clearly,

							previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2b-Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2e-Establish and maintain a formal style. W.8.3c-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.

READING/WRITING STRATEGIES*

September	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Narrative Writing: Personal Narrative	organize ideas write with fluency express voice					