

**8th Grade Writing Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: 1-4

Days: 121

Reporting Category/Strand: Reading: Vocabulary

SOL 8.4f	The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts. f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine/clarify meaning. ● use both context and reference skills independently to determine the nuances and connotations of words.
Essential Questions	<ul style="list-style-type: none"> ● From where do words or phrases come? ● How does word choice affect meaning? ● How does word choice affect written expression?
Primary Resources	vocabulary manipulatives; dictionaries; thesauri Free Rice Language Network chapter 33
Essential Vocabulary	nuances --subtle or slight degrees of differences in words connotations --an idea or meaning suggested by or associated with a word (negative or positive)

Marking Period: 1-4

Days: 121 days

Reporting Category/Strand: Writing: Revising and Editing (m/c and TEI)

SOL: 8.8 and reviewing prior knowledge K-7	The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
Essential Knowledge/Skills/Understandings	Students must practice editing every day. Students must have explicit instruction in: <ul style="list-style-type: none"> ● writing complete sentences (simple, compound, complex, and compound-complex) with correct punctuation ● correctly punctuating and capitalizing internal citations and direct quotations from interviews ● using and correctly punctuating transitional words and phrases (use double conjunctions properly) ● choosing and maintaining tense through an entire piece ● maintain consistent point of view ● spelling of commonly used words, polysemous words, and easily confused words ● subject verb agreement ● pronoun-antecedent agreement including indefinites

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	<ul style="list-style-type: none"> objective vs subjective pronouns (especially in prepositional phrases with a compound objects)
Essential Questions	<ul style="list-style-type: none"> What role do grammar and mechanics play in crafting a solid piece of writing? How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively? How does the absence of proper grammar detract from the audience’s enjoyment and understanding of my piece?
Primary Resources	Grammar Bytes ; Road to Grammar ; Grammar Gold ; Grammar Snack ; Fun Brain Grammar Gorillas ; Grammarly Handbook ; Brain Pop Grammar ; No Red Ink ; Language Network chapters 1-11 and Quick Fix Editing Machine
Essential Vocabulary	citations --quote transitional --a word or phrase connecting one idea, sentence, or passage to another polysemous --having many meanings indefinites --indefinite pronouns

Marking Period: 1

Days: 30 ongoing/overlapping

Reporting Category/Strand: writing (persuasive)

SOL 8.7 a-b	<p>The student will write in a variety of forms, including persuasive</p> <p>a) Identify intended audience.</p> <p>b) Use prewriting strategies to generate and organize ideas.</p>
Essential Knowledge/Skills/Understandings	<p>persuasive – writing to influence the reader or listener to believe or do as the author or speaker suggests</p> <ul style="list-style-type: none"> use a variety of prewriting strategies, for example: brainstorming; webbing; mapping; outlining; clustering; listing; and using graphic organizers.
Essential Questions	<ul style="list-style-type: none"> How do persuasive pieces serve as a vehicle for social change? What are elements of a good persuasive piece? Why does a writer need a Call for Action in a persuasive essay? How can persuasive writing be crafted so it motivates and influences a reaction from its audience? How can we persuade others to accept our ideas when writing? How does the audience influence the format of your writing? How does the purpose influence the format of your writing? How do writers vary their writing for different purposes and audiences?
Primary Resources	Interactive Persuasion Map ; Debate Topics ; Pearson’s Reality Central: Readings in the Real World ; McDougal

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	Littell's <u>Language Network</u> chapter 12, section 1 and chapter 25 Prentice Hall Writing Coach chapter 9
Essential Vocabulary	audience --person or persons for whom the piece is written

Marking Period: 1
Days: 30 days ongoing/overlapping
Reporting Category/Strand: writing (persuasive)

SOL 8.7c-e	<p>c) Distinguish between a thesis statement and a topic sentence.</p> <p>d) Organize details to elaborate the central idea and provide unity.</p> <p>e) Select specific vocabulary and information for audience and purpose.</p>
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences. ● create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph. ● understand that good writing has been elaborated. ● elaborate the central idea, providing sustained unity throughout the writing. ● develop a conclusion. ● choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Essential Questions	<ul style="list-style-type: none"> ● How does following the writing process help a writer craft an effective piece of writing? ● How does each step in the process impact your writing? ● How do effective writers hook and hold their readers?
Primary Resources	Scholastic Writing Workshop: Cause/Effect and Opinion Games Demonstrating Valid Arguments ; Language Network chapters 12-16
Essential Vocabulary	thesis statement --a proposition maintained by argument

Marking Period: 1
Days: 30 days ongoing/overlapping
Reporting Category/Strand: writing (persuasive)

SOL 8.7g	g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
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<p>Essential Knowledge/Skills/Understandings</p>	<ul style="list-style-type: none"> ● use peer and individual revising and editing. ● understand that good writing has been improved through revision. ● apply revising procedures, including: <ul style="list-style-type: none"> ○ rereading; reflecting; rethinking; rewriting; ○ including vivid vocabulary; ○ combining sentences for variety and rhythm; and ○ providing transitions between ideas and paragraphs. ● use written expression to explain, analyze, or summarize a topic with attention to: <ul style="list-style-type: none"> ○ purpose and audience; ○ a central or controlling idea; ○ voice; ○ tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal); ○ coherent selection of information and details; ○ embedded phrases and clauses that clarify meaning and increase variety; ○ vivid and precise vocabulary; ○ figurative language; ○ sentence variety; and ○ transitional words and phrases. ● use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● sustain a formal style
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does a writer perform a peer review? ● What makes vocabulary vivid? ● How do transitions create cohesion and clarify relationships between ideas and concepts?
<p>Primary Resources</p>	<p>Peer Revision Guide; Language Network chapters 17-19</p>
<p>Essential Vocabulary</p>	<p>serious---somber sarcastic--cutting, often ironic remarks objective--uninfluenced by personal prejudice or emotions enthusiastic--great excitement solemn--deeply earnest humorous--funny hostile--antagonistic personal--of, or relating, to you impersonal--showing no emotion or personality</p>

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Days: 30 days ongoing/overlapping

Reporting Category/Strand: writing(persuasive)

SOL 8.7h	h) Use computer technology to plan, draft, revise, edit, and publish writing.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● use keyboarding, including spell checkers and grammar checkers when available.
Essential Questions	<ul style="list-style-type: none"> ● How does technology enhance and make the writing process easier? ● Why is it important to share?
Primary Resources	spell checkers for room; labs with available technology
Essential Vocabulary	no new vocabulary

Marking Period: 1

Days: 30 days ongoing/overlapping

Reporting Category/Strand: writing(persuasive)

SOL 8.8 a-b;g	<p>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</p> <p>b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.</p> <p>g) Use correct spelling for frequently used words.</p>
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. ● use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses. ● use punctuation (comma, ellipsis, dash) to indicate a pause or break. ● use an ellipsis to indicate an omission. ● use and correctly punctuate transitional words, such as furthermore, however, since, and next. ● use correct conjunctions, such as either/or and neither/nor. ● embed quotations from other sources with skill and accuracy
Essential Questions	<ul style="list-style-type: none"> ● How does good sentence structure improve the clarity of writing? ● How does poor spelling distract the reader from my piece of writing?

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Primary Resources	Language Network chapters 6, 8, and pgs 648-657
Essential Vocabulary	ellipsis --three dots indicating missing unneeded material

Marking Period: 1

Days: 30 days ongoing/overlapping

Reporting Category/Strand: research

SOL 8.9 g;e	<p>g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <p>e) Cite primary and secondary sources using Modern Language Association (MLA) style.</p>
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● embed quotations from other sources with skill and accuracy. ● avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words ● document using a standard form such as MLA
Essential Questions	<ul style="list-style-type: none"> ● How do we choose which resources to use to support our claims when writing persuasively? ● What is the difference between paraphrasing and plagiarizing? ● How do you know if you have plagiarized? ● What are the MLA formats for print and nonprint sources? ● Does the source appear in a reputable publication? ● Is the source free from bias? ● Does the writer have something to gain from his opinion? ● Does the information contain facts for support? ● Is the same information found in more than one source? ● What is the danger of plagiarism?
Primary Resources	<p>Online Plagiarism Tutorial; MLA Handbook; Bibliography Help</p>
Essential Vocabulary	no new vocabulary

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Marking Period: 2

Days: 30 ongoing/overlapping

Reporting Category/Strand: writing (expository)

SOL 8.7 a-b	The student will write in a variety of forms, including expository a) Identify intended audience. b) Use prewriting strategies to generate and organize ideas.
Essential Knowledge/Skills/Understandings	Expository – writing to explain and build a body of well-organized and understandable information Text patterns taught are narrative interspersion, description, sequence, comparison, cause and effect, and problem and solution. <ul style="list-style-type: none"> ● use a variety of prewriting strategies, for example: brainstorming; webbing; mapping; outlining; clustering; listing; and using graphic organizers.
Essential Questions	<ul style="list-style-type: none"> ● Why am I writing? For whom? ● What am I trying to achieve through my writing? ● What can I do to make sure my purpose for writing is clear? ● How do effective writers hook and hold their readers? ● What is the best way to begin and end an expository paper? ● How do prewriting strategies help to generate and organize the ideas in the many text patterns?
Primary Resources	Explanation of 5 text patterns and transitions. ; Essay Map ; Current Events Articles ; Language Network chapters 23-24; Prentice Hall Writing Coach chapter 8
Essential Vocabulary	no new vocabulary

Marking Period: 2

Days: 30 days ongoing/overlapping

Reporting Category/Strand: writing (expository)

SOL 8.7c-e	c) Distinguish between a thesis statement and a topic sentence. d) Organize details to elaborate the central idea and provide unity. e) Select specific vocabulary and information for audience and purpose.
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Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● understand that a topic sentence supports an essay’s thesis statement; it unifies a paragraph and directs the order of the sentences. ● create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph. ● understand that good writing has been elaborated. ● elaborate the central idea, providing sustained unity throughout the writing. ● develop a conclusion. ● choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Essential Questions	<ul style="list-style-type: none"> ● What makes information true and relevant to an expository essay? ● Is some information better than other information when writing an expository essay? How do we judge? ● What is the difference between fact and opinion and how are they used to explain or inform a reader? ● What is the difference between a thesis statement and a topic sentence? ● How do you elaborate a piece of writing both vertically and horizontally?
Primary Resources	Planning an essay
Essential Vocabulary	no new vocabulary

Marking Period: 2

Days: 30 days ongoing/overlapping

Reporting Category/Strand: writing (expository)

SOL 8.7g	g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● use peer and individual revising and editing. ● understand that good writing has been improved through revision. ● apply revising procedures, including: <ul style="list-style-type: none"> ○ rereading; reflecting; rethinking; rewriting; ○ including vivid vocabulary; ○ combining sentences for variety and rhythm; and ○ providing transitions between ideas and paragraphs. ● use written expression to explain, analyze, or summarize a topic with attention to: <ul style="list-style-type: none"> ○ purpose and audience; ○ a central or controlling idea; ○ voice;

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	<ul style="list-style-type: none"> ○ tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal); ○ coherent selection of information and details; ○ embedded phrases and clauses that clarify meaning and increase variety; ○ vivid and precise vocabulary; ○ figurative language; ○ sentence variety; and ○ transitional words and phrases. <ul style="list-style-type: none"> ● use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● sustain a formal style
Essential Questions	<ul style="list-style-type: none"> ● How is tone influenced by audience, topic, and purpose? ● What is voice and how does it add to the written expression of a piece? ● How do embedded phrases and clauses clarify meaning and increase variety in sentence structure? ● Why is it important to have a variety of transitions, sentence beginnings, types of sentences, and vocabulary patterns?
Primary Resources	Explanation of 5 patterns and transitions ; Smart Exchange
Essential Vocabulary	no new vocabulary

Marking Period: 2

Days: 30 days ongoing/overlapping

Reporting Category/Strand: writing(expository)

SOL 8.7h	h) Use computer technology to plan, draft, revise, edit, and publish writing.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● use keyboarding, including spell checkers and grammar checkers when available.
Essential Questions	<ul style="list-style-type: none"> ● How does technology enhance and make the writing process easier? ● Why is it important to share?
Primary Resources	spell checkers; labs with available technology
Essential Vocabulary	no new vocabulary

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Marking Period: 2
Days: 30 days ongoing/overlapping
Reporting Category/Strand: writing

SOL 8.8 c	The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. ● understand that pronouns need to agree with antecedents in gender, number, and person ● use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent. ● use objective pronouns in prepositional phrases with compound objects.
Essential Questions	<ul style="list-style-type: none"> ● Why is proofreading with teacher assistance, with peer collaboration, and independently necessary? ● What role do grammar and mechanics play in crafting a solid piece of writing? ● How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively? ● How does the absence of proper grammar detract from the audience's enjoyment and understanding of my piece?
Primary Resources	Language Network chapter 3
Essential Vocabulary	no new vocabulary

Marking Period: 2
Days: 30 days ongoing/overlapping
Reporting Category/Strand: research

SOL 8.9	a) Collect and synthesize information from multiple sources including online, print and media.
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	<p>b) Evaluate the validity and authenticity of texts.</p> <p>e) Cite primary and secondary sources using Modern Language Association (MLA) style.</p> <p>g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● embed quotations from other sources with skill and accuracy. ● avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words ● document using a standard form such as MLA ● Evaluate the validity and authenticity of texts
Essential Questions	<ul style="list-style-type: none"> ● Does the source appear in a reputable publication? ● Is the source free from bias? ● Does the writer have something to gain from his opinion? ● Does the information contain facts for support? ● Is the same information found in more than one source? ● How do we choose which resources to use to support our claims when writing in expository form? ● What is the difference between paraphrasing and plagiarizing? ● How do you know if you have plagiarized? ● What are the MLA formats for print and nonprint sources?
Primary Resources	<p>Online Plagiarism Tutorial MLA Handbook; Bibliography Help</p>
Essential Vocabulary	<p>validity--producing the desired effect</p> <p>authenticity--trustworthy</p>

Marking Period: 3

Days: 31 days ongoing/overlapping

Reporting Category/Strand: Research

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SOL 8.9	<p>The student will apply knowledge of appropriate reference materials to produce a research product.</p> <ul style="list-style-type: none">a) Collect and synthesize information from multiple sources including online, print and media.b) Evaluate the validity and authenticity of texts.c) Use technology as a tool to research, organize, evaluate, and communicate information.d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.e) Cite primary and secondary sources using Modern Language Association (MLA) style.f) Publish findings and respond to feedback.g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none">● All students should determine if a source is trustworthy and accurate. understand that using multiple sources of information produces a more complete understanding of a topic.● To be successful with this standard, students are expected to<ul style="list-style-type: none">○ understand that a primary source is an original document or a firsthand or eyewitness account of an event.○ understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.○ use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.○ embed quotations from other sources with skill and accuracy.○ evaluate the validity and authenticity of texts○ conduct short research projects to answer a question drawing on several sources and generating questions.○ use computer technology to research, organize, evaluate, and communicate information.

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	<ul style="list-style-type: none"> ○ document using a standard form such as MLA. ○ avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.
Essential Questions	<ul style="list-style-type: none"> ● Does the source appear in a reputable publication? ● Is the source free from bias? ● Does the writer have something to gain from his opinion? ● Does the information contain facts for support? ● Is the same information found in more than one source? ● How can technology be used to communicate ideas? ● How can technology be used to find resources that provide you with information?
Primary Resources	Live Binder: Endangered Species Research Project ; Animal Kingdom Research ; Rutger's Research Paper Online Tutorial ; Deciding if a source is valid and reliable ; Research: interactive notetaking ; Britannica Online ; Online Plagiarism Tutorial ; Language Network chapter 27-28
Essential Vocabulary	no new vocabulary

Marking Period: 3
Days: 31 days ongoing/overlapping
Reporting Category/Strand: Writing

SOL 8.8 d-e	<p>d) Maintain consistent verb tense across paragraphs.</p> <p>e) Use comparative and superlative degrees in adverbs and adjectives.</p>
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● understand that verbs must agree with subjects. ● use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form. ● recognize and correct inappropriate shifts in verb forms.

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	<ul style="list-style-type: none"> ● use a singular verb with a singular subject and a plural verb with a plural subject. ● choose and maintain tense (present, past, future) throughout an entire paragraph or text. ● use comparative and superlative adjectives. ● use comparative and superlative adverbs.
Essential Questions	<ul style="list-style-type: none"> ● What role do grammar and mechanics play in crafting a solid piece of writing? ● How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively? ● How does the absence of proper grammar detract from the audience's enjoyment and understanding of my piece?
Primary Resources	Language Network chapters 4-5
Essential Vocabulary	no new vocabulary

Marking Period: 3

Days: 31

Reporting Category/Strand: Writing

SOL 8.7h	h) Use computer technology to plan, draft, revise, edit, and publish writing.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● use keyboarding, including spell checkers and grammar checkers when available.
Essential Questions	<ul style="list-style-type: none"> ● How does technology enhance and make the writing process easier? ● Why is it important to share?
Primary Resources	spell checkers; labs with available technology
Essential Vocabulary	no new vocabulary

Marking Period: 3

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Days: 31

Reporting Category/Strand: Media Literacy

SOL 8.2 a-h	<p>The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none">a) Choose topic and purpose appropriate to the audience.b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.c) Use appropriate verbal and nonverbal presentation skills.d) Respond to audience questions and comments.e) Differentiate between standard English and informal language.f) Critique oral presentations.g) Assume shared responsibility for collaborative work.h) Use a variety of strategies to listen actively.
Essential Knowledge/Skills/Understandings	<p>All students should:</p> <ul style="list-style-type: none">● rehearse presentations.● interact with poise with an audience.● evaluate presentations.● use grammatically correct language. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">● articulate the purpose of the presentation.● select and narrow the topic with attention to time limits and audience.● prepare the presentation, using strategies including, but not limited to: note cards; outlines; formal written report; and questions and answers.● select and use appropriate vocabulary for audience and purpose.● define technical terms.● include multimedia to clarify presentation information.● rehearse both alone and with a coach.● use a rubric or checklist to evaluate presentations.● answer questions and respond to comments politely and succinctly with relevant

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	<p>evidence, observations, and ideas.</p> <ul style="list-style-type: none"> • work effectively with diverse groups. • exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.
Essential Questions	<ul style="list-style-type: none"> • What do I need to know about my audience? • How will I gather information? • How shall I assemble my information for presentation? • What are some effective ways to practice presentation? • What are some effective strategies for engaging the audience? • How do I become a more powerful and effective speaker?
Primary Resources	Language Network chapters 31-32
Essential Vocabulary	no new vocabulay

Marking Period: 4

Days: 30

Reporting Category/Strand: Writing

SOL 8.8 f	f) Use quotation marks with dialogue and direct quotations.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> • use quotation marks correctly with dialogue.
Essential Questions	<ul style="list-style-type: none"> • How does the improper use of quotation marks with dialogue affect the way readers understand my writing? • What role do grammar and mechanics play in crafting a solid piece of writing? • How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively? • How does the absence of proper grammar detract from the audience's enjoyment and understanding of my piece?

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Primary Resources	Language Network chapter 11
Essential Vocabulary	no new vocabulary

Marking Period: 4

Days: 30 days

Reporting Category/Strand:

<p>SOL: transferring all previous SOL's taught to peer* revising and editing situations *peer refers to a pretend student of the same age</p>	<p>Analyze prompts; complete released TEI and questions with advanced rigor; prewrite for released prompts; practice teacher-made TEI and m/c questions.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<ul style="list-style-type: none"> ● Analyze released DOE SOL prompts. ● Prewrite for released DOE SOL prompts. ● Practice with prewrites given that are incomplete or have misplaced or irrelevant information. ● Tell revisions needed for given pieces of writing ● Select the better piece of writing for skills such as: <ul style="list-style-type: none"> ○ formatting ○ elaboration ○ variety of sentence beginnings ○ variety of sentence types ○ clarity ○ correct transitions ○ descriptive language ○ rewriting sentences ○ combining sentences ○ irrelevant information ○ repetitive information ○ rhythm ○ adding details ○ adding concluding sentences

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	<ul style="list-style-type: none"> ○ paraphrasing ● Select the best print and/or nonprint sources for researching when given m/c questions and TEI for accuracy and validity. ● Use manipulatives to show understanding of concepts, such as: <ul style="list-style-type: none"> ○ putting correct information into graphic organizers for prewriting ○ exchanging or inserting correct transitions for meaning ○ inserting one punctuation mark multiple times or multiple punctuation marks one or multiple times
Essential Questions	<ul style="list-style-type: none"> ● What role do grammar and mechanics play in crafting a solid piece of writing? ● How does a good writer use the eight parts of speech to write more clearly, powerfully, and creatively? ● How does the absence of proper grammar detract from the audience’s enjoyment and understanding of my piece?
Primary Resources	DOE Released Prompts ; Persuasive Primary Resources ; Prentice Hall Writing Coach chapter 11
Essential Vocabulary	no new vocabulary

Marking Period: 5

Days: 30

Reporting Category/Strand: Media Literacy

SOL 8.1	<p>The student will use interviewing techniques to gain information.</p> <ul style="list-style-type: none"> a) Prepare and ask relevant questions for the interview. b) Make notes of responses. c) Compile, accurately report, and publish responses. d) Evaluate the effectiveness of the interview.
8.7f	

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	f) Use interview quotations as evidence.
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> ● All students should synthesize information gathered in an interview. Organize information for written and oral presentations. present findings in written and oral form. ● To be successful with this standard, students are expected to <ul style="list-style-type: none"> ○ determine the purpose of the interview. ○ select a subject for the interview. ○ create and record questions that will elicit relevant responses. ○ apply effective note-taking strategies. ○ evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.
Essential Questions	<ul style="list-style-type: none"> ● How does the purpose of the interview affect the questions asked? ● What constitutes a relevant response?
Primary Resources	Language Network chapter 31, section 2
Essential Vocabulary	no new vocabulary

Marking Period: 5

Days: 30

Reporting Category/Strand: Media Literacy

SOL 8.2	<p>The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> a) Choose topic and purpose appropriate to the audience. b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. c) Use appropriate verbal and nonverbal presentation skills. d) Respond to audience questions and comments. e) Differentiate between standard English and informal language.
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	<p>f) Critique oral presentations.</p> <p>g) Assume shared responsibility for collaborative work.</p> <p>h) Use a variety of strategies to listen actively.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<ul style="list-style-type: none"> ● All students should <ul style="list-style-type: none"> ○ rehearse presentations. ○ interact with poise with an audience. ○ evaluate presentations. ○ use grammatically correct language. ● To be successful with this standard, students are expected to <ul style="list-style-type: none"> ○ articulate the purpose of the presentation. ○ select and narrow the topic with attention to time limits and audience. ○ prepare the presentation, using strategies including, but not limited to: note cards; outlines; formal written report; and questions and answers. ○ select and use appropriate vocabulary for audience and purpose. ○ define technical terms. ○ include multimedia to clarify presentation information. ○ rehearse both alone and with a coach. ○ use a rubric or checklist to evaluate presentations. ○ answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. ○ work effectively with diverse groups. ○ exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What impact does listening have? ● How do you speak effectively? ● In what ways are ideas communicated orally? ● How do the visual materials send messages? ● How do visuals impact our thoughts and actions? ● How does one analyze and evaluate visual materials?

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Primary Resources	Language Network chapter 31
Essential Vocabulary	no new vocabulary

Marking Period: 5

Days: 30

Reporting Category/Strand: Media Literacy

SOL 8.3	<p>The student will analyze, develop, and produce creative or informational media messages.</p> <p>a) Evaluate the persuasive/informational technique being used in non-print media including television, radio, video, and Internet.</p> <p>b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>c) Use media and visual literacy skills to create products that express new understandings.</p> <p>d) Evaluate sources for relationships between intent and factual content.</p>
Essential Knowledge/Skills/Understandings	<p>All students should:</p> <ul style="list-style-type: none"> ● understand the effects of persuasive messages on the audience. ● understand that facts can be verified and opinions cannot. ● distinguish fact from opinion. ● identify the effect of persuasive messages on the audience. ● examine use of persuasive language and connotations to convey viewpoint. ● recognize that each medium creates meaning differently using visual or verbal techniques. For example, a dissolving picture indicates the passing of time, as do transitional words and phrases in verbal presentations. ● analyze a media text by considering what techniques have been used and their purpose. ● recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness (e.g., advertisements targeting tobacco cessation).

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To be successful with this standard, students are expected to:

- deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.
- identify and analyze persuasive techniques used in the media, including:
 - name calling or innuendo – creating a negative attitude; hinting or implying;
 - using loaded, emotional, or slanted language;
 - glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence;
 - bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;
 - testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility;
 - appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience;
 - and appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.

- describe the effect of persuasive messages in the media on the audience.
- identify and evaluate effective word choice in the media.
- identify and analyze choice of information in the media.
- identify and analyze various viewpoints in the media.
- identify public opinion trends and possible causes.
- identify the sources and viewpoint of publications.
- identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film.
- recognize that production elements in media are composed based on audience and purpose to create specific effects.
- analyze the use of opinions in the media.
- analyze the use of facts in the media.
- describe the effect on the audience of persuasive messages in the media.

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	<ul style="list-style-type: none"> ● identify effective word choice and images in the media. ● create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes. ● evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings. ● identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.
Essential Questions	<ul style="list-style-type: none"> ● How is our understanding of culture and society constructed through and by language? ● How do media messages affect my decisions, point of view, prejudices, etc.? ● How does the media shape our view of the world and ourselves? ● Who/What tells society what is beautiful, healthy, desirable, fashionable, etc.? ● What is media literacy and why should I care?
Primary Resources	Language Network chapter 32
Essential Vocabulary	no new vocabulary

Marking Period: 6

Days: 29

Reporting Category/Strand:

SOL Life and job skills	Practical life and job skills (most 8th graders are at least 14 by the end of year and are eligible under VA law to get a work permit)
Essential Knowledge/Skills/Understandings	<p>Teen Employment Unit</p> <p>Students will:</p> <ul style="list-style-type: none"> ● read about teen work laws ● research teen work laws in Virginia (ages to work; jobs available at ages; hours available to work)

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	<ul style="list-style-type: none">● learn process of getting a work permit● read a want ad● practice completing a job application in print and online● practice interview questions and answers● learn correct dress and grooming for different job situations● learn how to read a paycheck (deductions)● learn how to open a banking account
Essential Questions	<ul style="list-style-type: none">● Do young workers need the protection of special laws?● Should teen workers be treated differently from adults?
Primary Resources	Work Permit Instructions ; Reality Central “Laws that Work for Kids Work” and “Work Laws for Teens”
Essential Vocabulary	no new vocabulary