**A Quick Overview of the Writing Component of Grade 8 ELA**

**A. Writing Themes**

 **Identity Social Efficacy**

 **Responsibility**

**B. Purpose for Writing – include at least one of each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expository/Inform/Procedure** | **Narrate** | **Describe** | **Persuade** |
| **Create expository, informational, and procedural texts (e.g., presentation of findings, biography, documented research report, a résumé and covering letter) as follows:**- pose relevant questions to limit scope of presentation- introduce the purpose and define a thesis- develop topic with important facts, details, examples, and explanations from multiple authoritative sources- include several paragraphs or sections organized in logical sequence- use transitions- offer conclusion | **Create narrative texts (e.g., story, anecdote, historical narrative) as follows:**- establish a context, plot, and point of view- use a range of narrative devices (e.g., dialogue, tension, suspense)make the narrative engaging develop characterdevelop it systematically leading to a climax or conclusion | **Create d. descriptive texts (e.g., a landscape scene) as follows:**- present a clear and colourful picture of the place- include sensory details and vivid words- use a logical order (e.g., near to far) | **Create persuasive texts (e.g., mini-debate, a review) as follows:**- include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgement)- provide support by reasons, explanations, and evidence- support opinion with examples from text- present a clear organization |
| **Compose Original Texts** |
| Compose **original** texts (e.g., lyrical and narrative poems, letters, scripts, humourous instructions) using a variety of different literary techniques (e.g., imagery, dialogue, figurative language). |

**C. Format for Writing – include at least one of each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Paragraph** | **Multi-paragraph** | **Third Person Point of View** | **Responsive Writing** |
|  | - minimum of 5 paragraphs- narrative, descriptive, expository, and persuasive essays - at least 500 to 800 words - using before, during, and after strategies |  | - critically respond by disagreeing courteously/sensitively, answer others’ questions clearly and politely, and add to others’ ideas |

**Other Writing Formats to include**

|  |  |  |  |
| --- | --- | --- | --- |
| Summarizing with support | Scripts | Inquiry (group)Refer to CC8.2 | lyrical poem |
| narrative poems | letters | humourous instructions |  |

**D. Writing Process**

1. Planning (see **Before** Writing Strategies and 6 Traits)

2. Drafting (see **During** Writing Strategies and 6 Traits)

3. Revising (see **After** Writing Strategies and 6 Traits)

4. Presenting

 Cover Page (required in Grade 8)

 List of References (required in Grade 8)

 Use Cursive Writing (with appropriate speed and control)

 Write legibly

Page Layout (balance words and visuals as well as fonts (typefaces/print) in order to send a coherent and clear message to specific audiences) (new to Grade 8)

**E. Writing Qualities**

 - see chart

**F. Before, During, After Writing Strategies**

 - see chart

**G. Using Writing Workshop to Teach Writing**

The structure of a lesson:

- mini lesson

 - connect/practice

 - write/teacher conference

 - share

**H. Text Structures and Features**

|  |  |
| --- | --- |
| **Form/Genre** |  |
| **Artistic Devices** | e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism |
| **Elements** | e.g. point of view, conflict, theme, supporting arguments |
| **Text Features** | e.g., credits, headings, diagrams, columns, sidebars, pull-quotes |
| **Literary Techniques** | e.g., imagery, dialogue, figurative language, humour, tone |

**I. Use of Reference Tools**

* Dictionaries
* Thesauri
* handbooks
* determine meaning of words
* to check spelling
* to verify usage
* recognize and use words figuratively and for imagery
* spell most words correctly using Canadian spelling
* use a variety resources to learn the correct spelling of words