

This is an older resource which can provide ideas for teaching the Standards for student mastery using a collection of articles, but it is aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests.

<p><b>Course/Grade</b>          Grade 8  <i>Writing is connected to four previous reading passages: "A Tribute to Martin Luther King, Jr." OR "An Episode of War," "National Public Radio," "Life Magazine Photo Essay," AND "Life Magazine Political Cartoon" in Literature: Language and Literacy.</i></p>	<p><b>Text Type</b>          Informative/Explanatory (5 days)  <b>Suggested Prompt:</b> <i>Are yesterday's heroes important today?</i> After reading the previous selections on historical figures and heroic events, write an essay that examines the causes of these events and explains the effects of these events in today's society. What conclusions or implications can you draw? Support your discussion with evidence from the texts. <b>(Informational or Explanatory/Cause-Effect)</b></p>
<p><b>Common Core Writing: Text types, responding to reading, and research</b></p> <p>The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)</p>	
<p><b>Informational/Explanatory</b></p> <p>Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (<i>What are the different types of poetry?</i>) and components (<i>What are the parts of a motor?</i>); size, function, or behavior (<i>How big is the United States? What is an X-ray used for? How do penguins find food?</i>); how things work (<i>How does the legislative branch of government function?</i>); and why things happen (<i>Why do some authors blend genres?</i>). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains. (CCSS, Appendix A, 23)</p>	
<p><b>Expectations for Learning</b></p> <p>Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will</p>	

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share findings from their research.

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)

**Strands: Topics**  
**Standard Statements**

**Writing: Text Types and Purposes**

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Writing: Production and Distribution of Writing**

**W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**Writing: Research to Build and Present Knowledge**

**W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. 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").

**Writing: Range of Writing**

**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.

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**Language: Conventions of Standard English**

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - b. Form and use verbs in the active and passive voice.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - c. Spell correctly.

**Instructional Strategies**

**Days 1 – 2**

- Begin Writing Workshop lesson on pp. 1156 – 1158 in *Literature: Language and Literacy*.
- On p. 1157, **substitute the section “Discuss with a classmate” for a class discussion** on the previous reading selections and the unit’s Big Question.
- Introduce the writing prompt and continue lesson using pp. 1157 – 1158 in *Literature: Language and Literacy*.
- Have students write their first drafts skipping lines to later encourage revision techniques.
- For more support in writing a cause and effect essay, see *Write Source* pp. 161 – 198.

**Day 3**

- The focus of the lesson is to learn different ways to revise writing.
- Begin lesson by reviewing the writing prompt and the structure of a cause and effect essay.
- Read Student Model p. 1162 in *Literature: Language and Literacy* to analyze how to revise and think about writing.
- Discuss revision strategies.
- Read together “Lan Samantha Chang: Using Specific Details” p. 1159 in *Literature: Language and Literacy*.
- Model how to add specific details to a segment of writing. Have students revise at least three segments of their draft by adding specific details.
- Continue revising draft by adding transitional “signal” words and phrases from p. 1160 to drafts. Discuss which words signal a cause and which words signal an effect. Instruct students to develop at least one cause and effect statement with signal words.
- Lastly, model how to revise sentence fragments and/or run-on sentences. Have students review their writing for any sentences that may need revised.

**Days 4 – 5**

- Discuss the importance of knowing how to use conjunctions effectively when writing in a cause and effect format. Use the *Write Source* pp. 497 – 498 for teacher modeling and student practice. There is a video segment in UnitedStreaming that addresses conjunctions [Standard Deviants School: The Split-Infinitive World of English Grammar: Module 03: Adverbs, Prepositions, and Conjunctions](#) .
- Discuss editing techniques in *Write Source* pp. 189 – 192.
- Refer students to *Literature: Language and Literacy* p.1161 for tips on revising. Students write a revised polished copy.
- Students can use rubrics *Literature: Language and Literacy* p. 1163 and Teaching Task Rubric: Informational/Explanatory in the CCS

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Curriculum Guide Introduction. There are also rubrics in Unit 6 Resources pp. 218 – 219: *Professional Development Guidebook*: Rubrics for Self-Assessment: Cause and Effect Essay pp. 238 – 239 and *Graphic Organizers and Bellringers*: Rubrics for Self-Assessment: Cause and Effect Essay p. 210. Pick the one you think will best assess your students.

- Finish writing portfolio.

**Instructional Resources**

- Rubrics for Self-Assessment: Cause and Effect Essay *Professional Development Guidebook* pp. 238 - 239
- Rubrics for Self-Assessment: Cause and Effect Essay *Graphic Organizers and Bellringers* p. 210
- See it! DVD: Lan Samantha Chang *Interactive Digital Pathway*
- This website has a multitude of resources to support the teaching of **cause and effect** including a graphic organizer, an audio lesson, online quizzes, and an example of cause and effect writing.  
[http://www.internet4classrooms.com/grade\\_level\\_help/informational\\_text\\_cause\\_effect\\_language\\_arts\\_eighth\\_8th\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/informational_text_cause_effect_language_arts_eighth_8th_grade.htm)
- A Video Segment of: Section C: Conjunctions [Standard Deviants School: The Split-Infinitive World of English Grammar: Module 03: Adverbs, Prepositions, and Conjunctions](#) from UnitedStreaming

**Integration of Knowledge and Ideas (Strategies for Diverse Learners)**

- Lesson Plan: Scaling Back to Essentials: Scaffolding Summarization with Fishbone Mapping <http://www.readwritethink.org/classroom-resources/lesson-plans/scaling-back-essentials-scaffolding-277.html#theory> . What's important and what's not? Students in grades 6 to 8 explore this question in pairs and cooperative groups as they complete fishbone maps that highlight the main ideas and relevant details from a cause-effect text.
- The Cause and Effect Card Game [http://www.education.com/activity/article/Cause\\_Effect\\_Card\\_middle/](http://www.education.com/activity/article/Cause_Effect_Card_middle/)

**Professional Articles**

- Dean, Deborah. 2006. [\*Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom\*](#). Urbana, IL: NCTE.
- Zwiers, J. (2004). *Developing academic thinking skills in grades 6–12: A handbook of multiple intelligence activities*. Newark, DE: International Reading Association.
- “For Middle Schoolers: Activities to Build College-Level Reading Skills.” ACT (2009). <http://www.adlit.org/article/32666/>
- Rukea Stempel, Amy. 2010. “An Introduction to Analytical Text Structures” <http://www.adlit.org/article/32666/>
- Dymock, S. (2005). “Teaching Expository Text Structure Awareness.” *The Reading Teacher*, 59(2), 177-181.

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<b>English Language Arts Connections</b>		
<b>Reading</b>	<b>Language</b>	<b>Speaking and Listening</b>
Incorporate Common Core Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. <a href="http://www.corestandards.org">http://www.corestandards.org</a>	Incorporate Common Core Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. <a href="http://www.corestandards.org">http://www.corestandards.org</a>	Incorporate Common Core Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. <a href="http://www.corestandards.org">http://www.corestandards.org</a>