

**BRSU Writing Curriculum  
Writing Genres**

**EIGHTH GRADE**

**PART I      Reading and Writing Connections: *Response to Literature, Literary Elements and Devices, and Responding to Text.***

**I\* (Lit. and Info.)**

**RESPONSE TO LITERARY AND INFORMATIONAL TEXT:** *Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author’s craft, or other elements within a piece of literature or informational text.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Select and summarize key ideas to set the context.</li> <li>● Respond directly to the text with analysis and personal response and include a relevant connection to broader ideas/prior knowledge (text to text, text to self, text to world).</li> <li>● State and maintain a focus, a firm judgment, or a point of view when responding to a given question.</li> <li>● Make and support analytical judgments about text by making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (e.g., making links between characterization and author’s choice of words; making links to characteristics of literary forms or genres).</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Organize ideas using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas).</li> <li>● Use a clear and logical progression of ideas.</li> <li>● Exclude loosely related or extraneous information.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Support ideas with specific references to text.</li> <li>● Support references to text with specific citations.</li> <li>● Address the reader’s possible questions (e.g., clarifying the context when using a citation).</li> <li>● Elaborate ideas appropriate to grade level.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use effective voice and tone (word choice and sentence patterns) for desired effect on the reader.</li> </ul>	

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GEs addressed: W8:5, W8:6, W8:7

<b>PART II</b>	<b>Informational Writing: <i>Reports, Persuasive Writing, and Procedures.</i></b>
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**I\***     **REPORT: Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Select appropriate information to set the context which may include a lead/hook (e.g., startling statistic, anecdote/scenario, general to specific, quotation).</li> <li>● State and maintain a clear focus that unifies the report.</li> <li>● Effectively convey a perspective on a subject by writing with a sense of audience, when appropriate.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Use strong overall coherence and balance.</li> <li>● Use an organizational text structure appropriate to the focus/controlling idea (e.g., chronology, propositions/support, compare/contrast, problem/solution, cause/effect, investigation).</li> <li>● Provide compelling introduction, informative body and draw a conclusion by synthesizing information from the report (i.e., “aha!” “so what?”)</li> <li>● Use transition words or phrases appropriate to organizing text structure.</li> <li>● List and cite sources using the accepted form.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Include facts and details relevant to topic, purpose and audience, excluding extraneous information.</li> <li>● Include sufficient details or facts for appropriate depth of information (e.g., naming, describing, explaining, comparing, or use of visual images).</li> <li>● Use information from multiple locations or sources when appropriate.</li> <li>● Address readers’ concerns (including providing context).</li> <li>● Comment on the significance of the information, when appropriate.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use stance of a knowledgeable person presenting relevant information appropriate to audience.</li> <li>● Establish an authoritative stance, when appropriate.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary, sentence structure and/or variety.</li> </ul>	
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GEs addressed: W8:8, W8:9, W8:10

<b>PART III</b>	<b>Expressive Writing: <i>Narratives, Personal/Reflective Essay, and Poetry.</i></b>
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**I\***    **NARRATIVE: Writing that tells a story with a problem/conflict and solution/resolution.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>• Establish the setting with clearly defined time and place.</li> <li>• Establish context, character motivation, problem/conflict/challenge, climax, and resolution.</li> <li>• Maintain point of view.</li> <li>• Maintain a clear focus around a central problem.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• Create a clear and coherent (logically consistent) story line.</li> <li>• Use a variety of transitional devices (e.g., ellipses, time transitions, white space, word/phrases) to enhance meaning.</li> <li>• Control the pace of the story.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Create images using relevant and descriptive details, and sensory language to advance the story line.</li> <li>• Use dialogue to advance action.</li> <li>• Develop characters through description, speech and actions, and relationships with other characters, when appropriate.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Begin to use voice appropriate to purpose.</li> </ul>	

GEs addressed: W8:11, W8:12

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**I\*** **PERSUASIVE:** *Writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.*

<b>Criteria</b>	<b>Writers will.....</b>	<b>Teacher Notes/Resources</b>
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>• Define a significant problem, issue, topic, or concern by establishing necessary context, taking a particular audience into account.</li> <li>• State and maintain a clear position.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• State a strong introduction and conclusion.</li> <li>• Arrange arguments, reasons, and/or evidence effectively and persuasively (least to greatest in importance).</li> <li>• Use effective transitions.</li> <li>• Draw a conclusion by synthesizing the persuasive argument.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Support judgments by providing and elaborating with convincing facts and details (e.g., definitions, description, illustrations, anecdotes, arguments, reasons, precise language).</li> <li>• Anticipate and address possible reader concerns, misconceptions or counterarguments.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Use language effectively and purposefully.</li> <li>• Use stance of a knowledgeable person presenting relevant information appropriate to audience.</li> </ul>	

**GEs addressed: W8:15, W8:16**

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**G** **PERSONAL/REFLECTIVE ESSAY: *Writing in which an author explores and shares the meaning of a personal experience, belief, or idea.***

<b>Criteria</b>	<b>Writers will.....</b>	<b>Teacher Notes/Resources</b>
Purpose	<ul style="list-style-type: none"> <li>• Make connections between personal experiences and ideas by establishing or evolving a focus.</li> <li>• Present occasion through the effective use of concrete details; sensory language; narrative accounts, using pacing, dialogue, action; and/or quotations.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• Have coherent organization through a natural progression of ideas.</li> <li>• Effectively connect experience and ideas, pulling the essay together.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Use concrete details and sensory language to establish context.</li> <li>• Analyze thought from a variety of perspectives (general and personal) or shows deeper layers of meaning.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Establish individual voice and use a variety of techniques for reflecting on thoughts and feelings (e.g., questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language).</li> <li>• Present information with personality.</li> <li>• Leave the reader with something to think about.</li> </ul>	

**GEs addressed: W8:15, W8:16**

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**POETRY & LITERARY ELEMENTS AND DEVICES**

<b>Criteria</b>	<b>Writers will.....</b>	<b>Teacher Notes/Resources</b>
Purpose	<ul style="list-style-type: none"> <li>• Write poems in a variety of voices for a variety of audiences (purpose).</li> <li>• Write poems that express mood, feeling or thought.</li> <li>• Chose conventional or alternative text structures to achieve impact.</li> </ul>	
Effective Language	<ul style="list-style-type: none"> <li>• Select vocabulary according to purpose or for effect on audience.</li> <li>• Use rhyme, rhythm, or figurative language (e.g., simile, personification, alliteration, onomatopoeia, metaphor).</li> <li>• Select and manipulate words, phrases, or clauses for their shades of meaning and impact.</li> <li>• Use a variety of poetic forms.</li> </ul>	

**GEs addressed: W8:18, W8:19**

**PERSONAL WRITING: e.g., journals, essays, letters, notes, poetry, diaries, etc.**

<b>Criteria</b>	<b>Writers will.....</b>	<b>Teacher Notes/Resources</b>
Informal Writing	<ul style="list-style-type: none"> <li>• Establish individual voice, and use a variety of techniques for reflecting on thoughts or feelings (e.g., questioning, comparing, connecting, or interpreting the experience, analyzing or using figurative language).</li> <li>• Leave the reader with something to think about.</li> </ul>	

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**GE addressed: W8:17**