

Strategic Writing Plan- Jackson-Madison County Schools Grade Level: Eighth Grade

Ongoing Expectations :

- Teach students to analyze and dissect writing prompts.
- Teach students the criteria used by the state to score writing prompts. (state rubric)

First Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research		
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.		
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	
See Language Arts Guide		Pre-Writing: Develop focused, appropriate, and interesting topics for writing. (0801.3.4)	Pre-Writing: Identify the purpose for writing. (spi 0801.3.1)	Write in a variety of modes and genres. (0801.3.1)	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode. (spi 0801.3.11)	Analyzing Data: Analyze and interpret data in multiple forms on a familiar topic. (0801.4.9)	Discern irrelevant research material from written text. (spi 0801.4.5)	
		Develop relevant details or reasons in a manner that meets the needs of the audience and purpose. (0801.3.6)	Identify the targeted audience for a selected passage. (spi 0801.3.2)	Practice writing to expository prompts within a specified time. (0801.3.2)	Select the most appropriate format for a work-related text. (spi 0801.3.13)			
		Organize writing using structures appropriate for the topic and that meet the needs of the audience (0801.3.7)	Select an appropriate title that reflects the topic of a written selection. (spi 0801.3.10)	Create work-related texts, such as instructions, directions, letters, etc. (0801.3.3)				
		Use appropriate and effective words and	Complete a graphic organizer	Generate notes on text, and identify main and				

	phrases to indicate the organizational pattern (0801.3.8)	with information from notes for a writing selection. (spi 0801.3.12)	supporting ideas. (0801.3.17)			
		Select an appropriate thesis statement for a writing sample. (spi 0801.3.3)				
	Drafting: Practice writing to expository prompts within a specified time. (0801.3.2)	Drafting: Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. (spi 0801.3.5)				
	Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language (0801.3.10)	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph. (spi.0801.3.6)				
	Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose. (0801.3.11)	Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage. (spi 0801.3.)				
	Use correct sentence structures that are appropriate for audience and purpose. (0801.3.12)	Select illustrations, explanations, anecdotes, descriptions, and /or facts to support key ideas. (spi 08013.9)				
	Revising:	Revising: Rearrange multi-paragraphed work in a logical and coherent order. (spi 0801.3.4)				
		Identify sentences irrelevant to a paragraph's theme				

		or flow. (spi 0801.3.7)				
	Editing: Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose. (0801.3.14)					
	Edit writing for mechanics, spelling and grammar. (0801.3.18)					
	Publishing: Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. (0801.3.20)					
	Use relatively basic software programs to write texts and create graphics to present ideas visually and in writing. (0801.3.21)					
	Identify and explore opportunities for publication (0801.3.22)					

Second Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Pre-Writing: Develop focused, appropriate, and interesting topics for writing. (0801.3.4-continued)	Pre-Writing: Identify the purpose for writing (spi 0801.3.1-continued)	Write in a variety of modes and genres (0801.3.1- continued)	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode. (spi 0801.3.11-continued)		
		Develop relevant details or reasons in a manner that meets the needs of the audience and purpose. (0801.3.6-continued)	Identify the targeted audience for a selected passage. (spi 0801.3.2-continued)	Practice writing to expository prompts within a specified time. (0801.3.2-continued)	Select the most appropriate format for a work-related text. (spi 0801.3.13-continued)		
		Create a thesis statement and include relevant facts, details, reasons and examples that support the thesis. (801.3.5-continued)	Select an appropriate thesis statement for a writing sample. (spi 0801.3.3-continued)	Create work-related texts, such as instructions, directions, letters, etc. (0801.3.3-continued)			
		Organize writing using structures appropriate for the topic and that meet the needs of the audience (0801.3.7-continued)	Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas. (spi 0801.3.9-continued)	Generate notes on text, and identify main and supporting ideas. (0801.3.17-continued)			
		Use appropriate and effective words and	Select an appropriate title				

	phrases to indicate the organizational pattern (0801.3.8-continued)	that reflects the topic of a written selection. (spi 0801.3.10-continued)				
		Complete a graphic organizer with information from notes for a writing selection. (spi 0801.3.12-continued)				
	Drafting: Practice writing to expository prompts within a specified time. (0801.3.2-continued)	Drafting: Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. (spi 0801.3.5-continued)				
	Use language that conveys the writer's point of view. (0801.3.15)	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph. (spi 0801.3.6-continued)				
	Incorporate some variety of syntactic structures for effect when parenthetical expressions (0801.3.13)	Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage. (spi 0801.3.8-continued)				
	Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language. (0801.3.10-continued)					

	<p>Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose. (0801.3.11-continued)</p>					
<p>Use correct sentence structures that are appropriate for audience and purpose. (0801.3.12-continued)</p>						
<p>Revising: Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending. (0801.3.19)</p>	<p>Revising: Rearrange multi-paragraphed work in a logical and coherent order. (spi 0801.3.4-continued)</p>					
	<p>Identify sentences irrelevant to a paragraph's theme or flow. (spi 0801.3.7-continued)</p>					
<p>Editing: Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose. (0801.3.14-continued)</p>						
<p>Edit writing for mechanics, spelling, and grammar. (0801.3.18-continued)</p>						
<p>Publishing: Demonstrate confidence in using the Tennessee</p>						

	<p>Writing Assessment Rubric while evaluating one's own writing and the writing of others. (0801.3.20-continued)</p>					
	<p>Use relatively basic software programs to write texts and create graphics to present ideas visually and in writing. (0801.3.21-continued)</p>					
	<p>Identify and explore opportunities for publication. (0801.3.22-continued)</p>					

Third Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Pre-Writing: Develop focused, appropriate, and interesting topics for writing. (0801.3.4-continued)	Pre-Writing: Identify the purpose for writing. (spi 0801.3.1-continued)	Write in a variety of modes and genres (0801.3.1-continued)	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode. (spi. 0801.3.11-continued)		Select the most focused research topic. (spi 0801.4.1)
		Develop relevant details or reasons in a manner that meets the needs of the audience and purpose. (0801.3.6-continued)	Identify the targeted audience for a selected passage. (spi 0801.3.2-continued)	Practice writing to expository prompts within a specified time. (0801.3.2-continued)	Identify the purpose of a speech. (spi 0801.2.1)		
		Create a thesis statement and include relevant facts, details, reasons and examples that support the thesis. (801.3.5-continued)	Select an appropriate thesis statement for a writing sample. (spi. 0801.3.3-continued)	Create work-related texts, such as instructions, directions, letters, etc. (0801.3.3-continued)	Identify the thesis and main points of a speech. (spi 0801.2.3)		
		Organize writing using structures appropriate for the topic and that meet the needs of the audience. (0801.3.7 – continued)	Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas. (spi 0801.3.9-continued)	Generate notes on text, and identify main and supporting ideas. (0801.3.17-continued)	Identify the targeted audience of a speech. (spi 0801.2.2)		

	Use appropriate and effective words and phrases to indicate the organizational pattern. (0801.3.8-continued)	Select an appropriate title that reflects the topic of a written selection. (spi 0801.3.10-continued)	Include relevant facts, reasons, details, and examples to support a relatively complicated thesis. (0801.2.10)	Identify and analyze the organizational structure of a speech. (spi 0801.2.6)		
		Complete a graphic organizer with information from notes for a writing selection. (spi. 0801.3.12-continued)	Use an organizational pattern appropriate for a topic and purpose. (0801.2.12)	Distinguish between a summary and a critique. (spi 0801.2.9)		
	Drafting: Practice writing to expository prompts within a specified time. (0801.3.2-continued)		Logically arrange ideas and group related ideas in ways that enhance a topic. (0801.2.13)	Select the most appropriate format for a work-related text. (spi. 0801.3.13-continued)		
	Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language. (0801.3010-continued)		Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas. (0801.2.14)			
	Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose. (0801.3.11-continued)					
	Use correct sentence structures that are appropriate for audience and purpose. (0801.3.12-					

	continued)					
	Incorporate some variety of syntactic structures for effect when appropriate. (0801.3.13-continued)					
	Use language that conveys the writer's point of view. (0801.3.15-continued)					
	Revising: Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending. (0801.3.19-continued)	Revising: Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. (spi. 0801.3.5-continued)				
		Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage. (spi. 0801.3.8-continued)				
	Editing: Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose (0801.3.14-continued)					
	Edit writing for mechanics, spelling, and grammar (0801.3.18-continued)					
	Publishing: Demonstrate confidence in using the Tennessee Writing Assessment Rubric					

		while evaluating one's own writing and the writing of others. (0801.3.20-continued)					
		Use relatively basic software programs to write texts and create graphics to present ideas visually and in writing. (0801.3.21-continued)					
		Identify and explore opportunities for publication. (0801.3.22-continued)					

Fourth Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Pre-Writing: Develop focused, appropriate, and interesting topics for writing. (0801.3.4-continued)	Pre-Writing: Identify the purpose for writing. (spi 0801.3.1-continued)	Write in a variety of modes and genres. (0801.3.1- continued)	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode. (spi. 0801.3.11-continued)	Notes: Take and organize notes on what is known and what needs to be researched about the topic. (0801.4.2)	Select the most focused research topic. (spi 0801.4.1-continued)
		Develop relevant details or reasons in a manner that meets the needs of the audience and purpose. (0801.3.6-continued)	Identify the targeted audience for a selected passage. (spi 0801.3.2-continued)	Create work-related texts, such as instructions, directions, letters, etc. (0801.3.3-continued)	Select the most appropriate format for a work-related text. (spi 0801.3.13-continued)	Selecting Sources: Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources. (0801.4.18)	Discern irrelevant research material from written text. (spi 0801.4.5 -continued)
		Create a thesis statement and include relevant facts, details, reasons and examples that support the thesis. (801.3.5-continued)	Select an appropriate thesis statement for a writing sample. (spi 0801.3.3-continued)	Generate notes on text, and identify main and supporting ideas. (0801.3.17-continued)	Identify the purpose of a speech. (spi 0801.2.1-continued)	Drafting: Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay. (0801.4.11)	
		Organize writing using structures appropriate for the topic and that meet the needs of the audience. (0801.3.7 – continued)	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. (spi 0801.3.5-		Identify the thesis and main points of a speech. (spi 0801.2.3-continued)		

		continued)				
		Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas. (spi 0801.3.9-continued)		Identify the targeted audience of a speech. (spi 0801.2.2-continued)		
		Select an appropriate title that reflects the topic of a written selection. (spi 0801.3.10-continued)		Identify and analyze the organizational structure of a speech. (spi 0801.2.6-continued)		
	Drafting: Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language. (0801.310-continued)	Drafting: Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage. (spi 0801.3.5-continued)				
	Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose. (0801.3.11-continued)					
	Use correct sentence structures that are appropriate for audience and purpose. (0801.3.12-continued)					
	Incorporate some variety of syntactic structures for effect when appropriate e.g., modifying phrases, parenthetical expressions (0801.3.13-continued)					
	Use language that					

	conveys the writer's point of view. (0801.3.15-continued)					
	Revising: Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending. (0801.3.19-continued)					
	Revise writing to improve detail after determining what could be added or deleted (e.g. reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions; vary sentence structures). 03013.13					
	Editing: Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose. (0801.3.14-continued)					
	Edit writing for mechanics spelling, grammar. (0801.3.18-continued)					
	Use a rubric to evaluate own and others' writing through small group discussion and shared work. 03013.15					
	Publishing: Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. (0801.3.20-continued)					

	Use relatively basic software programs to write texts and create graphics to present ideas visually and in writing. (0801.3.21-continued)					
	Identify and explore opportunities for publication. (0801.3.22-continued)					

