

The Writing Lab

Grade 8

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Course Overview

In Grade 8 Writing Lab, students will continue to grow as writers by practicing sentence expanding and combining. They will focus on using a wider variety of subordinating conjunctions (like unless, whereas, and as soon as) to make their writing more complex and precise.

Students will explore short anchor texts and take part in language dives to better understand how strong sentences are built. These close looks at real writing will help students learn how to use grammar and structure effectively in their own work.

As the marking period continues, students will begin using a Multi-Paragraph Outline, a planning tool that helps them organize ideas clearly before they write. With this support, students will learn how to craft full essays with strong introductions, body paragraphs, and conclusions.

This class prepares students to write with depth, structure, and confidence in all academic subjects.

Standards

English/Language Arts

Writing

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback

to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

WWR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. opportunity to integrate climate change education.

W.RW.8.8. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. 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. opportunity to integrate climate change education.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different

evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Speaking and Listening

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. opportunity to integrate climate change education.

SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cross-Curricular Standards

Science

RST.6–8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (MS-PS1-2), (MS-PS1-3)

RST.6–8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1), (MS-PS1-2), (MS-PS1-4), (MS-PS1-5)

WHST.6–8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-PS1-3)

Social Studies

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Career Readiness, Life Literacies, and Key Skills

Creativity and Innovation

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.8.9, 6.SP.B.5, 8.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Critical Thinking and Problem Solving

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Technology Issues

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

Essential Questions

How do writers use grammar and sentence structure to clearly express their ideas?

What makes a sentence or paragraph effective in academic writing?

How can connecting ideas with conjunctions and transitions make our writing stronger?

Why is it important to understand how other writers build powerful sentences?

Why is structure important in writing, and how can outlining help create it?

In what ways does writing help us better understand what we read and think?

Enduring Understandings

Clear writing begins with clear sentences. Writers use grammar and sentence structure to organize and express their thoughts in ways that others can understand.

Conjunctions and transition words help connect ideas logically. Effective writing uses these tools to show relationships between ideas and improve flow.

Writers learn by studying the writing of others. Analyzing how published authors build sentences helps students understand how to make their own writing stronger.

Strong paragraphs are built from a clear plan. Using tools like the Single Paragraph Outline helps writers organize their thoughts and support their ideas with evidence.

Effective writing has a clear structure. Using outlines helps writers organize their ideas logically, making it easier for readers to follow and understand their message.

Academic writing is a skill that develops with practice. Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly.

Key Resources

The Writing Revolution 2.0 (TWR)

- Page numbers in parentheses after Lessons and Activities refer to pages in the book

MyTWRtools. <<https://www.thewritingrevolution.org/my-twr-tools/>>

- Templates
- Content Area Lessons
- Assessment Tools
- Classroom Tools

Scholastic Action – used for Anchor text; activities should align with TWR

Scholastic Scope – used for Anchor text; activities should align with TWR

Supplementary Resources

[Quill.org](#) – used for language diagnostic and intervention; Baseline Diagnostic and Recommended Activities preferred

Language Dives – used to supplement lessons with a focus on language, syntax, and sentence structure if necessary

Pacing Guide

Introductory Lessons/Assessments (2-3 days)

Can be incorporated into Unit 1, Module 1 if time allows.

[Writing Assessment](#) [pp. 267-273]

[Quill.org](#) Baseline Diagnostic

Whole Class Single-Paragraph Outline (SPO) [pp. 131-136] – *meant to introduce students to writing expectations*

Unit 1: Sentencing and Note-Taking (10 days)

Unit 1 Overview

This unit will introduce students to several strategies to help improve their sentence writing and comprehension through note-taking. Focusing on how writers use sentences to clearly express their ideas, students will practice writing strong, sophisticated sentences in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. By the end of the unit, students will demonstrate a command for sentencing, including variation and use of basic conjunctions.

Standard	Essential Question ->	Skills / Strategies Taught ->	Assessment ->	Enduring Understanding
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L.SS.8.1 L.KL.8.2	How do writers use grammar and sentence structure to clearly express their ideas?	Fragments / Sentences Expand Sentences with Basic Conjunctions Sentence Expanding and Combining Convert Notes to Sentences	Identify and revise sentence fragments to form complete sentences. Use basic conjunctions (e.g., <i>and</i>, <i>but</i>, <i>because</i>) to connect related ideas within a sentence. Expand sentences by combining multiple ideas using appropriate conjunctions to show logical relationships (e.g., cause/effect, contrast, sequence).	Clear writing begins with clear sentences. Writers use grammar and sentence structure to organize and express their thoughts in ways that others can understand.
RL.CR.8.1 RI.CR.8.1 W.IW.8.2.c	In what ways does writing help us better understand what we read and think?	Underline key words and phrases Convert Sentences into Notes Annotate a text	Identify and underline key words and phrases to highlight important information in a text. Paraphrase full sentences into concise notes that capture essential information. Annotate a text by making notes, asking questions, and highlighting important details to deepen understanding.	Academic writing is a skill that develops with practice. Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly.

Module 1: Sentencing

Focus Standards: L.SS.8.1; L.KL.8.2.a; L.VL.8.3.a; L.VL.8.3.b; RL.CR.8.1; RI.CR.8; W.RW.6.7

Anchor Text: Teacher's Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Fragments/Sentences, basic conjunctions, sentence expanding

Warm-ups for Unit 1, Module 1 are different since students need to be taught sentencing activities before they can be used as Warm-ups. These short writings can be used for assessment purposes and a way to get to know students quickly.

	Warm Up	Lesson/Modeling	Student Work / Assessment
Day 1 L.SS.8.1 L.VL.8.3 RL.CR.8.1 RI.CR.6.1 W.RW.8.7	10 minute writing from prompt	Whole Class Reading of Anchor Text Introduce because, but, so [pp. 78-83]	Students will work on writing a summary sentence
Day 2 L.SS.8.1 L.KL.8.2 RL.CR.8.1 RI.CR.8.1 W.RW.8.7	10 minute writing from prompt	Identify fragments and sentences [pp. 35-39]	Students will work on identifying fragments and sentences Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 L.SS.8.1 RL.CR.8.1 RI.CR.8.1	10 minute writing from prompt	Change fragments to sentences [pp. 35-39]	Students will change fragments into sentences ensuring clarity Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from

W.IW.8.2.c W.RW.8.7			Baseline Diagnostic
Day 4 L.SS.8.1 RL.CR.8.1 RI.CR.8.1 W.RW.8.7	10 minute writing from prompt	Unscramble sentences [pp. 39-41]	Students will unscramble simple sentences from the anchor text. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5 L.SS.8.1 RL.CR.8.1 RI.CR.8.1 W.IW.8.2.c W.RW.8.7	10 minute writing from prompt	Sentence Expansion [pp.46-57]	Students will practice expanding sentences based on the anchor text. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic

Module 2: Note-Taking

Focus Standards: RL.CR.8.2; RI.CR.8.1; W.IW.8.2.c

Anchor Text: Teacher's Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: note-taking, key words and ideas, supporting details

	Warm Up	Lesson	Student Work Time
Day 1 L.SS.8.1 L.VL.8.3 RL.CR.8.1	Begin reading anchor text silently	Whole Class Reading of Anchor Text Introduce students to Note-taking symbols [pp.59 - 65]	Students will work on writing a summary sentence from notes. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from

RI.CR.8.1 WIW.8.2.c			Baseline Diagnostic
Day 2 L.SS.8.1 L.KL.8.2.a RL.CR.8.1 RI.CR.8.1 WIW.8.2.c	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Underline Key Words and Phrases [pp.59 - 65]	Students will work on identifying key words and phrases in the anchor text. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 L.SS.8.1 RL.CR.8.1 RI.CR.8.1 WIW.8.2.c	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Convert Sentences into Notes [pp.59 - 65]	Students will work on converting sentences into notes. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 4 L.SS.8.1 RL.CR.8.1 RI.CR.8.1 WIW.8.2.c	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Convert Notes into Sentences [pp.59 - 65]	Students will work on converting notes into sentences Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5 L.SS.8.1 RL.CR.8.1 RI.CR.8.1	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Annotate a Text [pp.59 - 65]	Students will work on annotating a text Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic

W.IW.8.2.c			
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Unit 2: Generating Paragraphs (10 days)

Unit 2 Overview

This unit will introduce students to several strategies to help improve their paragraphs with sophisticated sentences, transitions, and relevant supporting details. Focusing on how writers use sentences to clearly express their ideas, students will practice writing strong sentences in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. Module 1 of this unit is exclusively focused on generating details for a strong argumentative and/or informational paragraph to help students gain the practice and comfort with generating strong paragraphs in response to text-dependent prompts. By the end of the unit, students will demonstrate a command for using topic sentences and supporting details to construct paragraphs in response to prompts.

Standard	Essential Question ->	Skills / Strategies Taught ->	Assessment ->	Enduring Understanding
L.SS.8.1 L.KL.8.2 L.VL.8.3	How can connecting ideas with conjunctions and transitions make our writing stronger?	Subordinating Conjunctions Transitions Appositives	Use subordinating conjunctions to connect ideas when writing about a text. Write sentences that explain relationships between events, characters, or ideas in a text using subordinating conjunctions, transitions, and appositives.	Conjunctions and transition words help connect ideas logically. Effective writing uses these tools to show relationships between ideas and improve flow.

W.AW.8.1 W.IW.8.2	Why is structure important in writing, and how can outlining help create it?	Given T.S., generate details Given a topic/prompt, generate a T.S. Given a topic/prompt, construct an SPO independently	Generate relevant supporting details based on a given topic sentence. Compose a clear topic sentence in response to a given prompt or topic. Independently construct a Single-Paragraph Outline (SPO) that organizes a topic sentence and supporting details in logical order.	Effective writing has a clear structure. Using outlines helps writers organize their ideas logically, making it easier for readers to follow and understand their message.
RI.CR.8.1 RI.CI.8.2	In what ways does writing help us better understand what we read and think?	Distinguishing between a topic sentence and supporting details Given a topic sentence, develop and organize supporting details	Distinguish between a topic sentence and supporting details in a paragraph. Develop and organize relevant supporting details to explain or elaborate on a given topic sentence.	Academic writing is a skill that develops with practice. Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly.

Module 1: Paragraphs - Generating Single-Paragraph Outlines (SPO)

Focus Standards: L.SS.8.1; RI.CR.7.1; RI.CI.7.2; W.AW.7.1; W.IW.7.2

Anchor Text: Teacher's Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Given T.S., generate details

	Warm Up	Lesson	Student Work Time
Day 1	Begin reading anchor text silently	Whole Class Reading of Anchor Text	Students will work on writing a summary sentence

L.SS.8.1 RI.CR.8.1 RI.CI.8.2			
Day 2 W.AW.8.1.b W.AW.8.1.c W.AW.8.1.d W.AW.8.1.e W.IW.8.2.b W.IW.8.2.c W.IW.8.2.d W.IW.8.2.e W.IW.8.2.f	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion - <i>because, but, so</i>	Given T.S., generate details <i>Teacher will need to create prompt and TS and determine which sub-standard is the focus for the day based on student work from the previous units.</i>	Students will work on generating details about a topic given a topic sentence. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 W.AW.8.1.b W.AW.8.1.c W.AW.8.1.d W.AW.8.1.e W.IW.8.2.b W.IW.8.2.c W.IW.8.2.d W.IW.8.2.e W.IW.8.2.f	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion - <i>because, but, so</i>	Given T.S., generate details <i>Teacher will need to create prompt and TS and determine which sub-standard is the focus for the day based on student work from the previous units.</i>	Students will work on generating details about a topic given a topic sentence. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 4 W.AW.8.1.b W.AW.8.1.c W.AW.8.1.d W.AW.8.1.e	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion - <i>because, but, so</i>	Given T.S., generate details <i>Teacher will need to create prompt and TS and determine which sub-standard is the focus for the day based on student work from the previous units.</i>	Students will work on generating details about a topic given a topic sentence. Teacher can pull a group or conference with students

W.IW.8.2.b W.IW.8.2.c W.IW.8.2.d W.IW.8.2.e W.IW.8.2.f			Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5 W.AW.8.1.b W.AW.8.1.c W.AW.8.1.d W.AW.8.1.e W.IW.8.2.b W.IW.8.2.c W.IW.8.2.d W.IW.8.2.e W.IW.8.2.f	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion -because, but, so	Given T.S., generate details <i>Teacher will need to create prompt and TS and determine which sub-standard is the focus for the day based on student work from the previous units.</i>	Students will work on generating details about a topic given a topic sentence. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic

Module 2: Paragraphs - Generating Single-Paragraph Outlines (SPO)

Focus Standards: W.AW.8.1; W.IW.8.2

Anchor Text: Teacher's Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Given a topic/prompt, generate a T.S.; Given a topic/prompt, construct an SPO independently

	Warm Up	Lesson	Student Work Time
Day 1 L.SS.8.1 RI.CR.8.1 RI.CI.8.2	Begin reading anchor text silently	Whole Class Reading of Anchor Text	Students will work on writing a summary sentence
Day 2	Sentencing Activity - change fragments to	Given a topic/prompt, generate a T.S.	Students will work on developing several topic

W.AW.8.1 W.IW.8.2	sentences - unscramble sentences - sentence expansion -because, but, so		sentences and begin finding relevant details and support. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion -because, but, so	Given a topic/prompt, construct an SPO independently	Building off work from the previous lesson, students will construct an SPO and attempt to publish in the same period. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 4 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion -because, but, so	Given a topic/prompt, generate a T.S. <i>Topic/prompt should be new and now a repeat from Day 2 and Day 3.</i>	Students will work on developing several topic sentences and begin finding relevant details and support. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion -because, but, so	Given a topic/prompt, construct an SPO independently	Building off work from the previous lesson, students will construct an SPO and attempt to publish in the same period. Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic

Unit 3: Compositions (10 days)

Unit 3 Overview

This unit will introduce students to several strategies to help improve their composition skills (ie, multi-paragraph responses, essays, etc). Focusing on how writers use multiple paragraphs to clearly express their ideas, students will practice writing strong paragraphs in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. This unit is focused on the Pre-transition Outline, a strategy that helps students think through a multi-paragraph response to a prompt. By the end of the unit, students will demonstrate a command for writing multiple paragraphs on a single topic. Students will still be expected to demonstrate skills from previous units (advanced sentencing, use of conjunctions, topic sentences, supporting details, etc).

Standard	Essential Question ->	Skills / Strategies Taught ->	Assessment ->	Enduring Understanding
L.SS.7.1 L.KL.7.2.a L.VL.7.3.a L.VL.7.3.b	How can connecting ideas with conjunctions and transitions make our writing stronger?	Subordinating Conjunctions Transitions Appositives	Use subordinating conjunctions to connect ideas when writing about a text. Write sentences that explain relationships between events, characters, or ideas in a text using subordinating conjunctions, transitions, and appositives.	Conjunctions and transition words help connect ideas logically. Effective writing uses these tools to show relationships between ideas and improve flow.
W.AW.7.1 W.IW.7.2	Why is structure important in writing, and how can	Develop topic sentences and details for a PTO Develop a thesis statement and conclusion for a PTO	Develop clear topic sentences and relevant supporting details using a PTO.	Effective writing has a clear structure. Using outlines helps writers organize their ideas

	outlining help create it?	Draft a composition from a PTO	Compose a thesis statement and a concluding sentence to organize and complete a PTO. Draft a well-organized composition using ideas and structure from a completed PTO.	logically, making it easier for readers to follow and understand their message.
RI.CR.7.1 RI.CI.7.2	In what ways does writing help us better understand what we read and think?	Distinguishing between a topic sentence and supporting details Given a topic sentence, develop and organize supporting details	Distinguish between a topic sentence and supporting details in a paragraph. Develop and organize relevant supporting details to explain or elaborate on a given topic sentence.	Academic writing is a skill that develops with practice. Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly.

Module 1: Compositions – Generating Pre-transition Outline (PTO)

Focus Standards: L.SS.7.1; RI.CR.7.1; RI.CI.7.2

Anchor Text: Teacher's Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Develop a thesis statement about the topic; Draft a composition from a PTO;

	Warm Up	Lesson / Modeling	Student Work Time
Day 1 L.SS.7.1 RI.CR.7.1 RI.CI.7.2	Begin reading anchor text silently	Whole Class Reading of Anchor Text with note-taking	Students will work on writing a summary sentence Teacher can pull a group or conference with students

			Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 2 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Teacher leads the class in creating a PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Develop a thesis statement about the topic as a whole class for a PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 4 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Develop a concluding statement as a whole class for a PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Draft a composition from a PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic

Module 2: Compositions – Generating Compositions from Pre-transition Outline (PTO)

Focus Standards: L.SS.7.1; RI.CR.7.; RI.CI.7.2; W.AW.7.1; W.IW.7.2

Anchor Text: Teacher’s Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Develop a thesis statement and conclusion; Develop topic sentences and details; Draft a composition from a PTO

	Warm Up	Lesson / Modeling	Student Work Time
Day 1 L.SS.7.1 RI.CR.7.1 RI.CI.7.2	Begin reading anchor text silently	Whole Class Reading of Anchor Text with note-taking	Students will work on writing a summary sentence Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 2 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Develop topic sentences and details for a PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Develop a thesis statement and conclusion for a PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 4 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Draft a composition from a PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5 W.AW.7.1 W.IW.7.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Revise and edit composition based on PTO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities

Unit 4: Multi-paragraph Compositions (10 days)

Unit 4 Overview

This unit will introduce students to several strategies to help improve their composition skills (ie, multi-paragraph responses, essays, etc). Focusing on how writers use multiple paragraphs to clearly express their ideas, students will practice writing strong paragraphs in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. This unit is focused on the Pre-transition Outline, a strategy that helps students think through a multi-paragraph response to a prompt. By the end of the unit, students will demonstrate a command for writing multiple paragraphs on a single topic. Students will still be expected to demonstrate skills from previous units (advanced sentencings, use of conjunctions, topic sentences, supporting details, etc).

Standard	Essential Question ->	Skills / Strategies Taught ->	Assessment ->	Enduring Understanding
L.SS.8.1 L.KL.8.2.a L.VL.8.3.a L.VL.8.3.b	How can connecting ideas with conjunctions and transitions make our writing stronger?	Subordinating Conjunctions Transitions Appositives	Use subordinating conjunctions to connect ideas when writing about a text. Write sentences that explain relationships between events, characters, or ideas in a text using subordinating conjunctions, transitions, and appositives.	Conjunctions and transition words help connect ideas logically. Effective writing uses these tools to show relationships between ideas and improve flow.
W.AW.8.1 W.IW.8.2	Why is structure important in writing,	Develop topic sentences and details for a PTO	Develop clear topic sentences and relevant supporting details using a	Effective writing has a clear structure. Using

	and how can outlining help create it?	Develop a thesis statement and conclusion for a PTO Draft a composition from a PTO	PTO. Compose a thesis statement and a concluding sentence to organize and complete a PTO. Draft a well-organized composition using ideas and structure from a completed PTO.	outlines helps writers organize their ideas logically, making it easier for readers to follow and understand their message.
RI.CR.8.1 RI.CI.8.2	In what ways does writing help us better understand what we read and think?	Distinguishing between a topic sentence and supporting details Given a topic sentence, develop and organize supporting details	Distinguish between a topic sentence and supporting details in a paragraph. Develop and organize relevant supporting details to explain or elaborate on a given topic sentence.	Academic writing is a skill that develops with practice. Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly.

Module 1: Compositions – Generating Transition Outline (PTO)

Focus Standards: L.SS.8.1; RI.CR.8.1; RI.CI.8.2

Anchor Text: Teacher's Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Develop a thesis statement about the topic; Draft a composition from a TO;

	Warm Up	Lesson / Modeling	Student Work Time
Day 1 L.SS.8.1	Begin reading anchor text silently	Whole Class Reading of Anchor Text with note-taking	Students will work on writing a summary sentence Teacher can pull a group or conference with

RI.CR.8.1 RI.CI.8.2			students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 2 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion - <i>because, but, so</i>	Teacher leads the class in creating a TO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion - <i>because, but, so</i>	Develop a thesis statement about the topic as a whole class for a TO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 4 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion - <i>because, but, so</i>	Develop a concluding statement as a whole class for a TO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion - <i>because, but, so</i>	Draft a composition from a TO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic

Module 2: Compositions – Generating Compositions from Transition Outline (PTO)

Focus Standards: L.SS.8.1; RI.CR.8.; RI.CI.8.2; W.AW.8.1; W.IW.8.2

Anchor Text: Teacher’s Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Develop a thesis statement and conclusion; Develop topic sentences and details; Draft a composition from a PTO

	Warm Up	Lesson / Modeling	Student Work Time
Day 1 L.SS.8.1 RI.CR.8.1 RI.CI.8.2	Begin reading anchor text silently	Whole Class Reading of Anchor Text with note-taking	Students will work on writing a summary sentence Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 2 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Develop topic sentences and details for a TO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 3 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Develop a thesis statement and conclusion for a TO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 4 W.AW.8.1 W.IW.8.2	Sentencing Activity - change fragments to sentences - unscramble sentences - sentence expansion <i>-because, but, so</i>	Draft a composition from a TO	Teacher can pull a group or conference with students Early finishers can work on Quill.org activities from Baseline Diagnostic
Day 5	Sentencing Activity - change fragments to	Revise and edit composition based on TO	Teacher can pull a group or conference with

W.AW.8.1	sentences - unscramble sentences - sentence expansion -because, but, so		students
W.IW.8.2			Early finishers can work on Quill.org activities from Baseline Diagnostic

Final Assessment (1-2 days)

Can be incorporated into Unit 4, Module 2 if needed

By the end of Grade 8 Writing Lab, students should be able to complete the following independently:

- Read and summarize a text
- Outline and publish a multi-paragraph response to a prompt
 - Develop topic sentences and supporting details for at least 2 paragraphs
 - Develop a thesis statement and concluding statement to show cohesion among paragraphs
 - Use conjunctions and transitions to show relationships between ideas

To evaluate final writing, either the [Pre-transition Outline Checklist](#) or the [Composition Checklist](#) should be used.