

Important Concepts . . .

Preview Review



Language Arts Grade 8 TEACHER KEY

W3 - Lesson 1: Explanatory Writing

Important Concepts of Grade 8 Language Arts

W1 - Lesson 1	Literary Techniques
W1 - Lesson 2	Poetic Elements
W1 - Lesson 3	Literary Techniques and Advertising
W1 - Lesson 4	Media and Technology
W1 - Quiz	
W2 - Lesson 1	Short Story Elements I
W2 - Lesson 2	Short Story Elements II
W2 - Lesson 3	Narrative Paragraphs
W2 - Lesson 4	Descriptive and Expository Paragraphs
W2 - Quiz	
W3 - Lesson 1	Explanatory Writing
W3 - Lesson 2	Persuasive Writing
W3 - Lesson 3	Essay Writing
W3 - Lesson 4	Persuasive Essay Writing
W3 - Quiz	

Materials Required

Textbooks:

1. *ResourceLines* 7/8
2. *SightLines* 8

Language Arts Grade 8

Version 5

Preview/Review W3 - Lesson 1 TEACHER KEY

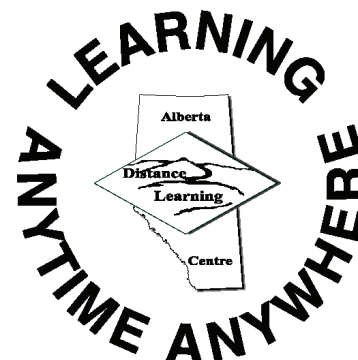
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Preview/Review Concepts for Grade Eight Language Arts

TEACHER KEY



***W3 - Lesson 1:
Explanatory Writing***

OBJECTIVES

By the end of this lesson, you should

- recognize and understand the structure of explanatory writing
- organize ideas and information creatively to show cause-and-effect relationships
- rewrite selected text in different formats
- explain when to use explanatory writing
- analyze a piece of explanatory writing

GLOSSARY

cause-and-effect relationships

- connection of what causes a particular situation and the effects of that situation

comparison and contrast - identify how two subjects are similar and different

explanatory writing - explains a circumstance, event, or experience; uses description, comparison and contrast, or cause-and-effect relationships

logical argument - an approach to writing that makes sense; it helps to support your viewpoint

Welcome to W3 – Language Arts 8: Preview/Review

Welcome! This Preview/Review course will help you master key elements in the Grade 8 Language Arts curriculum. The key elements are divided into specific skills or tools. Understanding these elements and being able to put them into practice helps make you a better communicator. They help you be a better writer, reader, listener, presenter, and viewer.

These skills also assist you in other courses because you are often required to share information by sending it to and receiving it from others. Communication skills are necessary for learning in any subject or context.

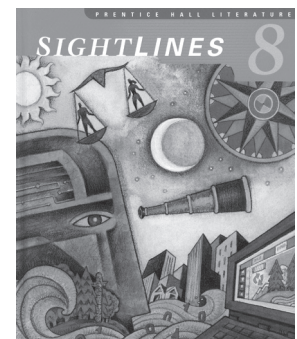
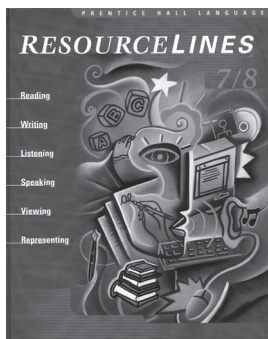
Some of the tools, such as similes, may be familiar to you and you will use them with confidence. Others, such as coherence, may require more practice before you can use them effectively. All the tools and skills in these lessons are necessary for you to become a more careful, thoughtful, and powerful communicator.

These lessons, which focus on specific skills or tools, are organized into a variety of exercises and end with a review of the week. The review is designed to help assess your understanding of the concepts you previewed or reviewed and to see where more learning might be required.

You may be working on these lessons on your own, or you may be in a classroom situation. If you are in a classroom situation, your teacher may choose activities for you to do in pairs or groups.

The textbooks *SightLines 8* and *Resource Lines 7/8* are necessary to complete some of the assignments.

Each lesson contains a Learning Log to help you think about your learning process. You will identify main points covered in the lesson and questions to help focus your learning. Record them in the Learning Log. This process helps ensure you have understood all the concepts studied.



W3 - Lesson 1: Explanatory Writing

Hyphen and Dash

Sometimes when you are writing, you want to indicate a break in the thought being shared. Several devices provide the reader with this information. You may use a period, question mark, or exclamation mark to indicate the end of a complete thought. You may use a comma to set off a phrase, clause, or interrupter. You may use parentheses to set off additional information. Three other types of punctuation that can indicate a pause are the hyphen, dash, and semicolon. This lesson looks at the first two – the hyphen and the dash. The next lesson covers the semicolon.

Hyphen

A hyphen is used when an entire word cannot be written on a line and the word must be broken into syllables. A hyphen is placed at the end of the line, but it must be between syllables.

Example:

I was planning on making break-
fast for you.

Activity 1

1. Where would you need to break these words if they could not be on the same line? Divide each word with a hyphen.

a. planning ***plan-ning*** _____

b. dependable ***de-pend-able*** _____

c. graduation ***grad-u-a-tion*** _____

A hyphen is also used in each of the following ways:

- whole numbers written in two words
 - seventy-five
- to spell fractions
 - one-half
- in some compound words
 - sister-in-law
 - merry-go-round

- in many expressions formed with prefixes, especially those beginning with *all-*, *ex-*, *pro-*, and *self-*.
 - co-operate
 - all-star
 - self-centered

2. Rewrite the following sentences and place hyphens where needed.

- a. Two thirds of the team has great self confidence.

Two-thirds of the team has great self-confidence.

- b. Twenty five students will be in your class this year.

Twenty-five students will be in your class this year.

- c. The winner of this pro am tournament will be declared the all around champion for this season.

The winner of this pro-am tournament will be declared the all-around champion for this season.

Dash

A dash marks a strong break in a sentence.

Example: I know I can do it – just give me a minute.



Activity 2

1. Rewrite the following sentences and add dashes where they are needed.

- a. We did not go to the dance but that's another story.

We did not go to the dance – but that's another story.

- b. We finally arrived at the church after the service was over.

We finally arrived at the church – after the service was over.

- c. That hockey game was good no it was great.

That hockey game was good – no – it was great.

- d. She's the one I'd recognize her anywhere.

She's the one – I'd recognize her anywhere.

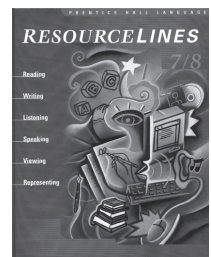
Explanatory Writing

Explanatory writing gives reasons for events, conditions, or behaviour. It helps us to understand the world we live in.

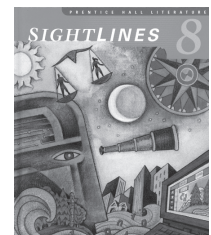
Explanatory writing may be achieved through careful description of the topic. It may involve comparison and contrast of related subjects. Or it may describe the resulting causes and effects.

In your *ResourceLines* 7/8 text, read

- page 33
 - “Causes and Effects”
 - “Comparisons and Contrasts”
- page 88
 - “Explanatory Paragraphs”.



News articles and essays are often explanatory. They attempt to help us understand the events and circumstances of our society. You will read an essay in *SightLines* 8 that discusses the issue of illiteracy in Canada.



Activity 3

“Why Canada Has to Beat Its Literacy Problem”

The topic of the essay is the number of people in Canada who cannot read. June Callwood uses cause-and-effect writing to defend her opinion.

Read “Why Canada Has to Beat Its Literacy Problem” on page 176 in *SightLines* 8.

In the space below summarize the article. Write the causes of illiteracy and the resulting effects of illiteracy.

Causes

Unrecognized learning disabilities

Scorn and belittling

Emotional stress

Terror

Too many schools

Bad teachers

Resulting Effects

- Depression

- social segregation and economic oblivion

- Self-dislike

- risk being cheated out of their money by clerks or cashiers

- Can not read numbers, count money

- lack of confidence

- Can not decipher directions, application forms, warning labels

- loss of hope for oneself

- Do not understand newspapers, posters, advertising, books, menus, banking, recipes and instructions-for-assembly

- desolation

- view themselves as worthless junk

- little influence on government

- Anxiety, embarrassment, isolation

- a kind of apartheid – lopsided representation in government

- “death in life”

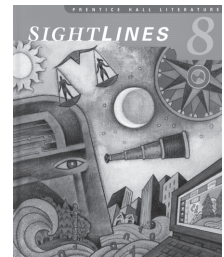
- streets increasingly unsafe

- inability to travel except by walking or taxi

- schools are a disgrace

Activity 4

Emphasizing personal strengths is the topic of the magazine article “Your Hidden Skills”. The author uses comparison and contrast in this piece of writing to explain how to phrase potentially unattractive traits in a positive manner. Read “Your Hidden Skills”, page 19 in *SightLines* 8.



This article is written in a very distinctive manner. Select three of the traits addressed in the article, and write a single, well-developed paragraph using comparison and contrast.

Some words that signal **similarities** in this type of writing might include *still, in the same way, similarly, like, in comparison, at the same time, likewise, both, also, too, and as well*. **Differences** may be indicated through words such as *however, but, rather, on the other hand, yet, conversely, while, and unlike*.

Be sure your paragraph includes a **topic sentence** (one that tells what the paragraph is about), at least three **body sentences** (your comparisons), and a strong **concluding sentence** that summarizes your ideas. Check that you have written your information in a logical fashion. Does it make sense?

Answers will vary. They should include three of the skills listed in the article,

and be written to present both the positive and negative sides. Students

should incorporate some of the identified transition words listed above.

Paragraph should be well structured.

Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What have I learned about using a dash or hyphen?

Answers will vary.

2. What do I know about explanatory writing?

Answers will vary.

3. What questions do I still have?

Answers will vary.

