

Grade 8 Unit 10: Paragraph Writing

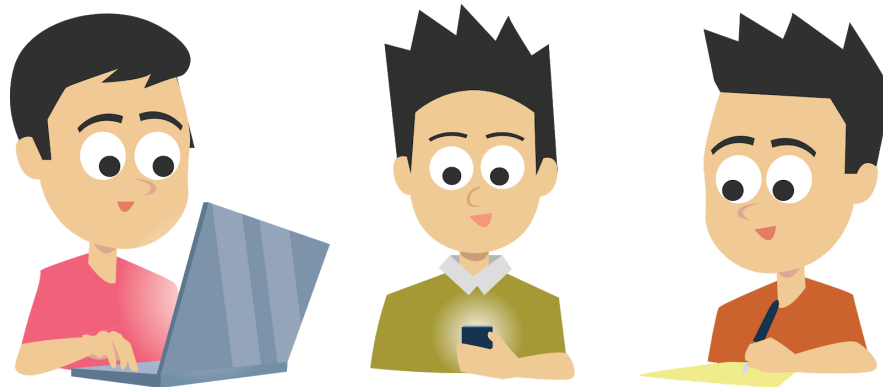
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GRADE 8 | English

UNIT 6**Paragraph Writing**

Everyone has a story to tell and ideas to express. We see it in social media where our friends rave or rant about their day, take pictures of their delicious meal, or say anything in 140 words or less. Whatever it is that we have to write, it is always to our benefit if we can write it in the best way possible. This unit shows you how to write paragraphs for different purposes.

**Objectives**

In this unit, you should be able to:

- organize information about a chosen subject using a graphic organizer;
- expand the content of an outline using notes from primary and secondary sources;
- show respect for intellectual property rights by acknowledging citations made in an informative essay;
- acknowledge sources by creating a bibliography;
- use conventions in citing sources;
- determine the issue and stand presented in the material; and
- use emphasis markers for persuasive purposes.



Lesson 1: Narrative Paragraph

There are many forms of paragraphs that you use depending on the purpose and function of what you intend to state. If you want to recall the events and retell it to someone, we narrate it in our own words. If there is a current issue that a reporter wishes to convey his televiewers, he creates a detailed description.

In this lesson, you will find out when is the best time to write a narrative paragraph.



Essential Question

How do we narrate an interesting event?



Warm-up!

Five-word prompts:

Each student will be given a five-word prompt to start and connect each story. Be conscious to connect the storyline to be able to create a great narrative.

Word prompts:

1. Once upon a time there...
2. The mystery began when Hector...
3. In a Kingdom faraway there...
4. He did everything the King...
5. But the King who was...
6. Hector realized that he has...
7. Princess Hailey appeared when she...
8. Weeks passed by when they...
9. The King changed his mind...
10. Hector happened to be the...
11. Prince Hector of the West said...
12. Princess Hailey of the East...
13. So the story goes when...



Learn About It!

A narrative paragraph **describes an event** or series of events, usually **in chronological order**. In short, they **tell a story**, be it a tale, an account of someone's life, natural phenomena, or social event.

A narrative paragraph must have the following elements:

- **Central Idea:** what the story or event is all about
- **Characters:** who are involved in the story
- **Plot:** the sequence of events in the story; beginning, middle, and end of the story.
- **Setting:** where the story happens
- **Detailed Description** of the story

Vocabulary

- **Vivid language** - is a way of describing things to bring to mind the actual image of something
- **Proofreading** - is a process where editors edit, mark and correct errors to improve one's writing

Steps in Narrative Paragraph Writing

Consider the following steps in writing a narrative paragraph:

1. Prepare **background information** of the chosen topic by asking the following questions:
 - a. What will the story be about?
 - b. Who will be the characters?
 - c. When will the story happen?
 - d. Where will the story take place?

2. Create a **graphic organizer**:

A **graphic organizer** is a visual representation of ideas or concepts of a material. In writing paragraphs, it is important to create a graphic organizer to organize your thoughts and ideas before beginning your paragraph. You may use this graphic organizer for writing narrative paragraphs:

Title: My New Classmate
Topic: About my new classmate Mark Ricante

Introduction:
Our teacher Mr. Castillo introduced a new classmate named Mark Ricante.

- | First | Next | Last |
|---|---|---|
| <ul style="list-style-type: none">• His name is Mark Ricante• He is youngest of three children. His eldest brother is Grade 10, his sister is Grade 8. | <ul style="list-style-type: none">• His family survived Typhoon Yolanda• He almost cried when he remembered what happened. | <ul style="list-style-type: none">• Mr. Castillo asked random questions to distract Mark from crying. |

Conclusion:
Our school year will be more interesting because of our new classmate.

3. Develop the **plot**:

- The **beginning** tells what happens first in the story. It can be the problem or events that lead to the problem.
- The **middle** contains the important events of the story.
- The **end** of the story is the conclusion or the final events leading to the end of the story. You can either restate the topic sentence, give a concluding remark, or make a prediction about the story.

3. Write the **story**:

- The **topic sentence** should arouse reader's interest. This can be done by describing a scene or introducing characters.

- b. Use **transitional words** or phrases to show the flow of events. These transitional words may include the following:

first, next, later, then, later that day, finally

- c. Use concrete and **vivid language** to show readers what is happening such as using adjectives or adverbs in describing who the character is and what s/he does.

- d. Review your paragraph by **proofreading**.

Take a look at this example:

My New Classmate

On the first day of my 6th grade, Mr. Castillo introduced a new classmate. He hesitantly spoke up and introduced himself. He was Mark Ricarte, the youngest of three children. His eldest brother was in Grade 10; the sister in Grade 8. He narrated that he and his family came from Tacloban where their house was devastated by typhoon Yolanda. They had no choice but to move to Manila with relatives. He paused mid-sentence while recalling the events, pretending to cough while all the while I knew he was choking back his tears. Our usually boisterous class became suddenly very quiet, listening intently to his story. Mr. Castillo then quickly stood up from where he was sitting on the side of the classroom, then asked Mark a random question to distract him and veer away from the topic regarding the tragedy. After a few minutes, he gave the class a smile. Everyone agreed that this school year was going to be quite interesting, because of the new kid in class.

Let's Check In!

What are the steps in writing a narrative paragraph?



Check Your Understanding



Indicate what is being defined in each statement.

1. It is considered as the sequence of events in a story.
2. This part of the plot contains the most important events.
3. In this part of writing, it arouses the interest of the reader.
4. These are the words that we use to show the smooth flow of ideas.
5. This information will help us decide on what to include in the beginning.



Match the excerpt from the text from Column A to its part of narrative paragraph in Column B.

A	B
1. Mr. Castillo then quickly stood up from where he was sitting on the side of the classroom, then asked Mark a random question to distract him and veer away from the topic regarding the tragedy.	A. Beginning Plot
2. He narrated that he and his family came from Tacloban where their house was devastated by typhoon Yolanda.	B. Middle Plot
3. Everyone agreed that this school year was going to be quite interesting, because of the new kid in class.	C. Ending Plot
4. They had no choice but to move to Manila with relatives. He paused mid-sentence while recalling the events, pretending to cough while all the while I knew he was back his tears.	
5. On the first day of my 6 th grade, Mr. Castillo introduced a new classmate. He hesitantly spoke up and introduced himself.	



If you were to make Mark Ricarte, the new classmate in the class, more interesting as a character, what detailed information will you write about him? Write about him in at least 5-7 sentences.



Let's Step Up!

Think of one memory you would like to write a personal recount paragraph about. Use the graphic organizer to help you organize your ideas. Write the paragraph with at least 100 words in it.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.



Lesson 2: Expository and Explanatory Paragraph

There are particular issues that we believe we need to share with others. This would require information that will make them understand what we want them to understand. In this lesson, you will learn about expository and explanatory paragraphs.



Essential Question

What factors should be considered in explaining things to others?



Warm-up!

Think-Pair-Share:

Take turns in asking and responding to the following topics. In responding, make sure to explain things based on your prior knowledge.

1. Why do people post their emotions on social media?
2. How do people cope with their daily stressors?
3. When is it the right time to argue with peers?

Vocabulary

- **Third person** - is a type of point of view used to indicate objectivity which avoid biases
- **Proofread** - reading and making errors
- **APA** - American Psychological Association
- **et al.** - *et alia* meaning and others



Learn About It!

Expository and Explanatory paragraphs are **non-fiction writing** with the purpose of giving information to readers. They give an overall description of something that may be difficult to understand. This is done by explaining a subject, giving directions or showing how something happens.

How to Write an Expository and Explanatory Paragraph

1. Use **third person** when writing these types of paragraphs.
2. Use **transitional words or phrases** to make the paragraph flow smoothly.
3. Write your paragraph:
 - a. The **topic sentence** should allow the reader to know what the rest of the paragraph will discuss.
 - b. The **middle part** is the **supporting sentences** that follow a logical sequence of steps.
 - c. The **end or conclusion** should close the subject, showing the final product desired by the topic.
 - d. Include a bibliography whenever it is necessary.
 - e. Review your paragraph by **proofreading**.

You may also use a **graphic organizer** for expository or explanatory paragraph like this:

Title: Three Types of Planets	
Topic Sentence	Most people think all planets are similar, yet there are three types of planets in the solar system.
Detail 1	<ul style="list-style-type: none"> • Terrestrials are earth-like planets which are made up of rock and metal and are the nearest to the sun. • Mercury, Venus, Earth, and Mars
Detail 2	<ul style="list-style-type: none"> • The gas giants rotate faster and have more than one moon. • They are named after their frame which is made up of gases like hydrogen and helium. • Jupiter, Saturn, Uranus, and Neptune
Detail 3	<ul style="list-style-type: none"> • Planetoids are made of rock and ice. • They are too little to possibly be categorized as genuine planets. • They sometimes get maneuvered into a planet's gravitational field and move toward becoming moons themselves.

Take a look at this example:

Three Types of Planets

Most people think all planets are similar, yet there are three types of planets in the solar system. Terrestrials are earth-like planets which are made up of rock and metal and are the nearest to the sun. They rotate gradually and don't have many moons. Aside from Earth, the first other three planets, Mercury, Venus, and Mars are of this type. The gas giants are farther from the sun: Jupiter, Saturn, Uranus, and Neptune. They rotate faster and have more than one moon. They are named after their frame which is made up of gases like hydrogen and helium. The last kind of planet is called planetoids which are made of rock and ice. They are too little to possibly be categorized as genuine planets. Planetoids sometimes get maneuvered into a planet's gravitational field and move toward becoming moons themselves. Regardless of whether they are terrestrials, gas giants, or planetoids, the planets in the solar system are a sight to behold.

Answer the following comprehension questions:

1. What is the topic sentence in the exposition?
2. What are some transitional words or phrases used to show coherence?
3. What are the supporting sentences found in the selection?
4. How did the writer conclude the paragraph?
5. Search more on the different types of planet. Write more supporting sentences for the topic sentence or main idea.

Let's Check In!

Why do we use third person point of view in writing an exposition?

Writing a Bibliography

Writing expository or explanatory paragraphs will require research and consultation from various reference materials. The reference materials used in writing these paragraphs must be acknowledged by writing a list of all the books, magazines, or online materials you read. This is known as **bibliography**. The most common bibliography style used in many writing tasks such as essays or research papers is the **APA style**.

The following information must be collected in writing bibliography for printed materials:

- Name of author
- Title of book or magazine
- Date of publication
- Place of publication
- Name of publishing house.
- Other information such as edition or editors.

1. Book

Author's last name, first initial. (Publication date). *Book title*. Additional information. City of publication: Publishing company.

Take a look at these examples:

Antonio, C. G. (2000). *Readings in Philippine Literature*. Manila: Rex Bookstore.
Vygotsky, L. S. (1986). *Thought and language*. Cambridge, Massachusetts: The MIT Press.

The author's name is fashioned surname first, followed by the author's initials. The year of publication is in parentheses followed by the title of the book in italics. The place of publication is in the city where the book is published.

Ricafort, D., Salazar, F., & Zamo, K. (2000). *The Art of Candles*. New Jersey: Random Publishing.

If the material has two to five authors, list their names alphabetically and use **ampersand (&)** before the name of the last author to be listed.

Lorenzo, C. S., et al. (1998). *Literaturang Pilipino Tekstong Pangkolehiyo*. Quezon City: National Book Store, Inc.

When a book has six or more authors, the word **et al.** is written after the name of the first author.

2. Magazines and Newspapers

Author's last name, first initial. (Year, month day of publication). Article title. *Periodical title, volume number(issue number if available), inclusive pages.*

Take note that the article title should not be enclosed in quotation marks and must end with a period. The pages should not have p. (for one page) or pp. (for two or more pages) unless the magazine or newspaper does not have volume numbers.

Take a look of the following examples:

Mills, W. A., III. (2000, April 9). Making a bonsai grow. *Time*, 160, 28-31.

This example has a volume number which means that the page numbers should not include p. or pp.

Allibhoy, O. (2015, May). A taste of the future. *Food*, p. 37.

This example does not have any volume number which means the p. should be included. Since this is also one page, p. is used.

Torres, C. (1997, February 15). Culture and arts. *New York Times*, pp. 40-48.

The following information must be collected in writing bibliography for online materials:

- Name of author
- Title of page
- Company or organization who posted the article
- Web address of the page (url)
- Date accessed or the date you read from the website

Author's name. (Date of publication). Title of article. *Title of Periodical*, volume number, Retrieved month day, year, from full URL

Take note that if the online document is undated, write **n.d.** in the parentheses. Also, only provide the information that is available. Take a look at the following examples.

Afflerbach, P., & Johnston, P. (1984). On the Use of Verbal Reports in Reading Research. *Journal of Literacy Research*. Retrieved August 6, 2017, from <http://jlr.sagepub.com/content/16/34/307>

Kuusela, H., & Paul, P. (2000). A comparison of concurrent and retrospective protocol analysis. *The American Journal of Psychology*, 387-404. Retrieved February 14, 2018, from <http://www.jstor.org/stable/1423365>

Let's Check In!

Write a correct bibliography entry based on the following details:

- <https://www.stopbullying.gov/cyberbullying/what-is-it/index.html>
- What is Cyberbullying?
- Date accessed: June 11, 2018
- Stop Bullying



Check Your Understanding



Build a correct APA reference based on the information given:

1. Nathan Cruz. Philippine Daily Inquirer. Power to Transform. Volume 300. Pages C2 to C3.
2. J.K. Rowling. New York. 1997. Scholastic, Inc. Harry Potter and the Sorcerer's Stone.
3. Carolyn Fosdick. Macmillan Company. 1954. Manila. Trinidad Tarusa Subido. Rosa C. Mendoza. Literature for Philippine High School.
4. <http://www.graphic.org/concept.html>. December 10, 2005. August 7, 2017. The Graphic Organizer. Concept Mapping
5. Christopher Marlowe. December 5, 2004. The Passionate Shepherd to His Love. EnglishVerse. http://englishverse.com/poems/the_passionate_shepherd_to_his_love.

Create a graphic organizer based on one of the following topics:

1. The Arts and Sciences are both subjects of great importance.
2. Technology has been helpful to 21st century learners.
3. Children and adults are more prone to sickness when the weather is warm.



Let's Step Up!

Write a five to seven exposition paragraph based on the graphic organizer you wrote on Check Your Understanding.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.



Lesson 3: Factual and Personal Recount Paragraph

When watching episodes or movies which claim that they are based on factual events, people tend to get engrossed with it. If a particular event is based from real accounts, we tend to think that they are relatable to us. It's the same thing with writing a factual and personal recount paragraph. Its writer's purpose is to simply keep record of the actual event but the readers respond to it interestingly. Thus, it can be a source of entertainment.



Essential Question

How do we re-tell events which happened to us in real life?



Warm-up!

Guess and Tell:

The class is divided into two groups. Each group must have an actor per category. The actor acts out a particular scene from a movie while the other members guess the title. Once the title is revealed, have the group tell what happened in that particular scene.

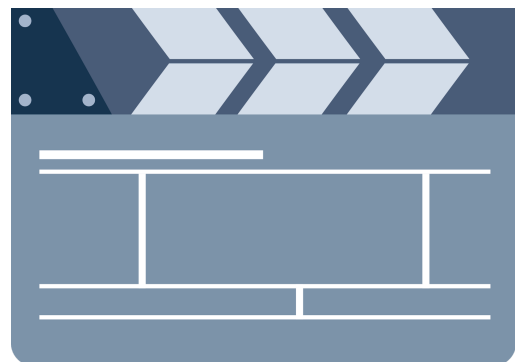
Movie 1: James Cameron's *Titanic*

Movie 2: Cathy Garcia Molina's *One More Chance*

Movie 3: Joss Whedon's *Avengers*

Movie 4: Wess Ball's *Maze Runner*

Movie 5: Sigrid Andrea P. Bernardo's *Kita Kita*





Learn About It!

A **personal recount** is a type of writing where the writer is involved in the topic or event. Examples of personal recounts are personal experiences, memories, and perceptions. On the other hand, **factual recount** does not involve a personal experience but writes about an interesting event. Examples of factual recounts include newspaper articles, historical events, and scientific facts.

Factual and personal recount paragraphs **retell a past event** or experience. These events include personal events or experiences or factual incidents. Its purpose is to **inform or entertain** the reader. For the writer, the purpose is to **have a record of the event**.

A good recount is:

- a. Well-organized and in chronological order
- b. Focused on the important participants of the event
- c. Detailed enough to add to the reader's interest

How to Write a Factual and Personal Recount Paragraph

1. Use **past tense** to retell the events.
2. Personal recount paragraphs are written in the **first person**; factual recount paragraphs are written in the **third person**.
3. Use **descriptive words** to give more details on the event. Include exact details about the topic.
4. Use **transitional words or phrases** to make the retelling of events flow smoothly.

Vocabulary

- **recount** - means "tell the story of" or "add up again"
- **transitional words** - are words used to improve connection and transitions between phrases, sentences, and paragraphs

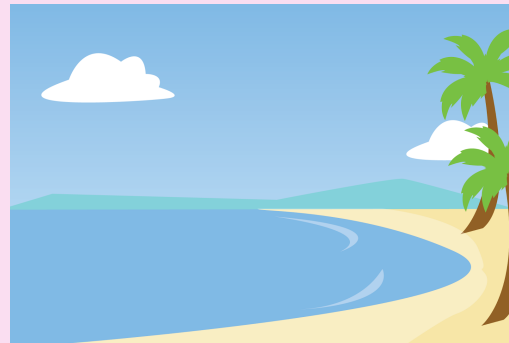
Conjunctions	For, and nor, but, or, yet, so Since, while, until, because...
Prepositions	about, below, from, on, off, to, beneath, etc.

5. Write your paragraph.

- Introduction: briefly tell readers about the topic
- Supporting Sentences: discuss the series of events as they happened in order. For personal recount, **personal comments** may be placed.
- Conclusion: Sum up why the experience was memorable.
- Do not forget to indent the first line of the paragraph.
- Put a title for the paragraph.
- Review your paragraph by proofreading.

My Day at the Beach

I don't recall the first time I went to the beach, but I clearly remember the best beach I've ever gone to: Maui, 1992. I just graduated from Grade School and my parents treated my sister and me to a trip to this exotic island in Hawaii. We stayed at a beautiful resort that had waterslides and was a few steps away from the beach. It had soft, white sand and clear, blue waters. We swam to our hearts' content. After a fun-filled day, sunsets in Maui were also the most beautiful. The skies turned pink with an orange glow from the sun as it disappeared. Those few days were really the most magnificent days for me.



Use the following graphic organizer to organize your recount paragraph:

Title: My Day at the Beach

Who: I (the writer)

What: The best beach I have gone to

Where: Maui

When: 1992

I just graduated from Grade School and my parents treated my sister and me to a trip to this exotic island in Hawaii.

We stayed at a beautiful resort that had waterslides and was a few steps away from the beach.

It had soft, white sand and clear, blue waters. We swam to our hearts' content.

After a fun-filled day, sunsets in Maui were also the most beautiful. The skies turned pink with an orange glow from the sun as it disappeared.

Conclusion:

Those few days were really the most magnificent days for me.

Let's Check In!

How do we "personalize" things in recounting our own experiences?



Check Your Understanding



Fill in the blanks with the missing word or phrase which would make the statement correct and complete.

1. Factual and personal recount paragraphs _____ a past event.
2. A good recount is in _____ order.
3. A writer of recount uses _____ tense to retell the events.
4. Use _____ words to give more details on the event.
5. Use _____ words or phrases to make the retelling of events flow smoothly.



Write TRUE if the statement is correct and FALSE if the statement is incorrect.

1. A writer may either use first or third person point of view in any type of recount.
2. A writer uses third person point of view to show objectivity and avoid biases.
3. Proofreading is optional in writing recounts as its purpose is to simply entertain.
4. A narration of what happened this morning at your parent's work is an example of historical recount.
5. The past form of the verb is used in recounting things.



Read the sample paragraph titled "My Day at the Beach." Recall a particular experience you once had at a beach. Describe and expound your personal recount.



Let's Step Up!

Write a five-to-seven sentence factual recount based on the most interesting news you have seen on television. Share your work in class.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.



Lesson 4: Persuasive Paragraph

Sometimes, we think that people tend to think alike. Twin siblings, long-term couples, bestfriends, and other closely knit relationships may seem to agree most of the time, but there is no same person who has the same opinion. With differences in point of view and perspectives, it sometimes gets difficult to convince others to believe us. There are various steps in writing a persuasive paragraph which you will learn in this lesson.

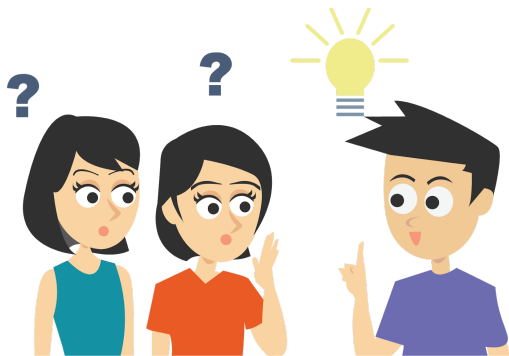


Essential Question

How do we present our insights about a particular issue?



Warm-up!



A Matter of Triviality:

Form a group of three where there is one who shares trivia while the other members listen to him/her. After the activity, share with your groupmates your answer to the following:

- What are your friends' reactions over the trivia you just came up with?
- How did you persuade them it is true?



Learn About It!

A persuasive paragraph is used to **share an opinion** about a particular subject. Its aim is to make the reader agree with the writer, compelling him to take action. **Strong ideas** and **proper tone** are needed to be effective in persuasion.

How to Write a Persuasive Paragraph

1. Use an **understanding and helpful tone** when writing a persuasive paragraph. Do not make readers feel like they are being bossed around.
2. Provide **interesting information** that can support your argument. For example, starting with "Did you know..." can get the readers curious.
3. Depending on the topic, doing some research will build **credibility** to your paragraph.
4. Use **emphasis markers** to make your arguments more convincing. Here are some emphasis markers you can use:

Vocabulary

- **Credibility** is the state of being trusted or believed in based on factual research and quality information
- **Thesis statement** is usually written in one sentence which summarizes the main point or claim of each sentence.
- **Arguments** are evidences that support the topic sentence and thesis statement

Purpose	Emphasis markers
Add information	and, too, also, plus, again, another, moreover, afterward, furthermore, additionally, and then, in addition, as a matter of fact, equally important
Show similarity	likewise, similarly, as well as, at the same time
Add an idea and defend negative position stated before	besides
Add surprising information	on top of that, to top it all off

5. Write your paragraph:
 - a. Topic Sentence: State the opinion which the paragraph will discuss. Sometimes, it is also called a **thesis statement**.

- b. Supporting Sentences: Provide two to three points that support your claim. Claims may also be considered as **arguments**.
- c. Conclusion: Close the paragraph by restating your claim or opinion in a new way.
- d. Review your paragraph by proofreading.

No to Mobile Phones in School

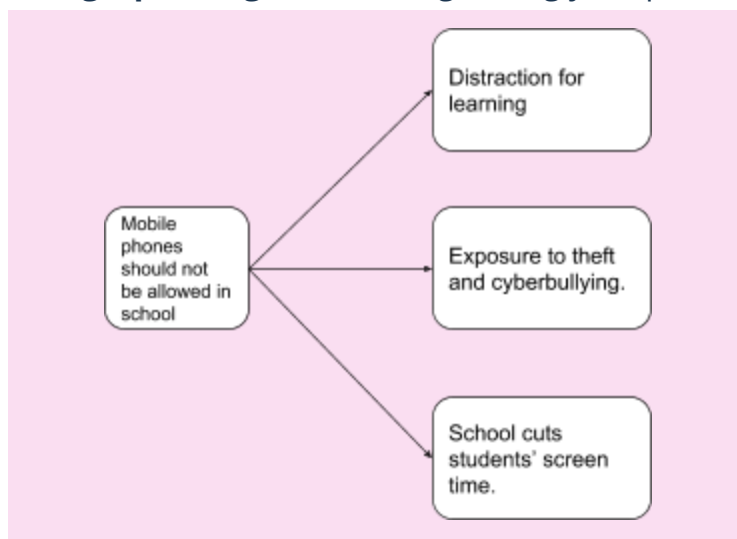
Mobile phone is an essential part of a person especially for communication purposes. However, having phones in school is not advisable. It becomes a distraction for students especially when they get tempted to use their phones during class hours or during breaktime. It can also add risks such as exposure to theft or increased incidents of cyberbullying in school. Banning mobile phones in school also cuts down the amount of time kids spend in front of the screen. Even if phones are beneficial especially with communication, it is not appropriate for schools.



Bibliography:

Mathews, K. (2017). 5 Reasons to Ban Smartphones in School. *Care2*. Retrived June 11, 2018, from <https://www.care2.com/causes/5-reasons-to-ban-smartphones-in-school.html>

You may also use this **graphic organizer** in organizing your persuasive paragraph:



Let's Check In!

What are the steps in writing a persuasive paragraph?



Check Your Understanding

Read the passage and answer the questions that follow:

Soda: Yay or Nay?

Sodas are sugary carbonated drinks that are usually loved by people who would like to have extra energy and refreshment. These beverages are often linked to bad nutrition such as increased tendency for obesity since it increases calories in the body. Because of that, it contributes to cardiovascular diseases and stroke. Since sodas also have caffeine, it also increases heart rate and blood pressure and tends to make a person dehydrated. Sodas may be a delicious drink to indulge, but it is best to drink it in moderation or choose healthier alternatives.

1. What is a soda?
2. What is the writer's stand on sodas?
3. What are the effects of drinking sodas?
4. How can you moderate or avoid drinking soda?
5. Is this text an example of a persuasive paragraph? Why?



Let's Step Up!

Make a stand out of the topic "Does facebook and other forms of social media create isolation?" Persuade your audience about the stand you have chosen.

Use the graphic organizer to help you organize your thoughts.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.



Performance Task

Be Your Own Voice!

Goal :

- Your task is persuade your audience that your generation is capable of being responsible and independent through personal and factual recounts and other situations.

Role:

- You are an inspirational speaker.
- You have been asked to prepare a speech about how your generation shows responsibility and independence.

Audience:

- The target audience is youth, young adults, and grown adults.
- You need to convince them that the generation you belong to is the best among all other generations which precede it.

Situation:

- The challenge involves dealing with persuading the older generations who do not believe that today's generation are capable of being independent.

Product/Performance and Purpose:

Your task is persuade your audience that your generation is capable of being responsible and independent through personal and factual recounts and other situations.

1. Choose a situation where you have shown responsibility or independence in any situation in your life.
2. Use a graphic organizer to organize the topic of your choice.
3. Write a persuasive paragraph with at least 100 words based on the graphic organizer made.
4. Print your output on a short bond paper, font calibri font size 12.
5. Present your paragraph as a speech on a forum your class will host.

Standards & Criteria for Success:

Your work will be judged based on the following rubric:

	Criteria	Beginning (0-4 points)	Developing (5-7 points)	Accomplished (8-10 points)	Score
General	Content (Focus on details/events are clearly evident; it is clearly related to the topic.)				
	Organization (Logical progression of details/events; clear transitions between ideas.)				
	Language (spelling, mechanics, grammar and usage)				
Task-specific	Topic Sentence and Supporting Details (Provides well-thought of details which supports the main point)				
	Word Choice (Exhibits consistency in sentence structure)				
	Presentation (Presents the speech with voice projection, proper enunciation, and diction)				
	Graphic organizer (Completes the graphic organizer accurately)				



Self-Check: How Well Did I Learn?

Do a self-check on how well you learned the lessons in this unit. Place a checkmark in the appropriate box.

Skills	<i>I think I need more practice and assistance</i>	<i>I am familiar and can perform well with minimal assistance</i>	<i>I am confident that I can perform this on my own</i>
I can organize information about a chosen subject using a graphic organizer.			
I can expand the content of an outline using notes from primary and secondary sources.			
I can show respect for intellectual property rights by acknowledging citations made in an informative essay.			
I can acknowledge sources by creating a bibliography.			
I can use conventions in citing sources.			
I can determine the issue and			

stand presented in the material.			
I can use emphasis markers for persuasive purposes			

Wrap Up

Types of Paragraph	Description
Narrative Paragraph	<ul style="list-style-type: none"> A Narrative Paragraph describes an event or series of events, usually in chronological order. In short, they tell a story, be it a tale, an account of someone's life, natural phenomena, or social event.
Expository Paragraph	<ul style="list-style-type: none"> An expository paragraph and Explanatory paragraphs are non-fiction writing with the purpose of giving information to readers. They give an overall description of something that may be difficult to understand. This is done by explaining a subject, giving directions or showing how something happens.
Factual and Personal Recount	<ul style="list-style-type: none"> A factual and Personal Recount Paragraphs retell a past event or experience. These events include personal events or experience or factual incidents. Its purpose is to inform or entertain the reader. For the writer, the purpose is to have a record of the event.
Persuasive Paragraph	<ul style="list-style-type: none"> A Persuasive Paragraph is used to share an opinion about a particular subject. Its aim is to agree with the writer and sometimes to take action. Strong ideas and proper tone are needed to be effective in persuasion.



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