Georgia Performance Standards Framework for Unit 1 – 8th Grade

Grade: 8
Topic: Extreme Word Makeover
Instructional unit: Research Process/Narrative Writing Techniques
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The task:
The purpose of the lesson is effective word choice in writing. Analyzing word choice is critical in examining author purpose, audience awareness, idea development, and conventions.

The teacher will create either a visual or a handout with a list of expressions that are overused in writing. The terms are considered overused because they are no longer descriptive and do not encourage the reader to create a mind picture. The words commonly overused in most essays are: absolutely, all, (a) big, completely, definitely, just, kind of, (a) little, quite, really, so, sort of, totally, very, stuff, nice, a lot, good, bad. The teacher will give the students a paragraph with poor word choice, and the students will circle the words that appear on the chart. The teacher will read the same paragraph with revisions for better word choice. For emphasis, the students can circle the new words with a different color ink.

For guided practice, students are given another paragraph in need of revision and will circle ineffective words. They will then revise the paragraph; after a period of time to work, teacher will ask for revisions chosen by the students, and the class will vote on the best revisions for the paragraph.

Differentiation:
The teacher will provide a copy of the paragraph with revisions.
The teacher will provide a word bank to use to replace the ineffective words.

Focus Standard:
ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).

ELA8W2 The student demonstrates competence in a variety of genres.
f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).
h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).

ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
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**ELA8R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

h. Analyzes and evaluates how an author’s use of words creates tone and mood and provides supporting details from text.

**Circumstances of the assignment/Notes to the Teachers:**
Teachers can use this lesson for students to create a word wall or to create another creative way to display the differences between the words (bad words vs. good words)