

**Welcome to 8B ELA live from
Mr. B's music room. (scroll
through to get to QW and more**

**Please hit the hands up sign if you are
here/present. And Mute your microphone.**

**Did you remember to
have your AOW
completed for today?**

**Can you show me it
is completed on
your video?**

Word of the day

fortuitous (Adjective)

/fore-too-i-tus/

It was highly **fortuitous** that the homeless man won this week's lottery.

What does the word mean?

Quick Write Section

Date: Nov. 2

Please take out your writing folder and notebook.

If you don't have them:

Write with loose leaf or on a device.

Thanks

**Title: Your Halloween:
Explanation, Story,
Argument**

Date: Nov. 2

The following sheets are in your writing folder.

If you do not have them at home I will share my screen of the copies you need.

Form: Persuasive

Purpose: to discuss and/or debate ideas developing an argument to convince the reader to agree with the writer's premise

Opening Statement: provides an overview of the topic and states the writer's position (e.g. *Racial slurs are damaging and should not be permitted.*)

Arguments and Reasons: provides three or more arguments or assertions that have supporting statements (*I believe...because...*) drawn from facts or personal experience; begins to identify other points of view and counter-arguments

Conclusion: includes a statement to reinforce or summarize position

Special Features

- persuasive devices (quotes from experts, examples, anecdotes, flattery, authorial intrusion, irony, wit, humour)
- linking words/phrases (*because, however, also*)
- present tense
- first person singular or plural (*I, we*)
- persuasive adjectives/adverbs (*most, must, strongly*)
- technical terms which are often verbs changed into nouns (e.g. *new comers* becomes *immigrants*)

Form : Explanatory Report

Purpose: to tell how/why something came to be or to explain how something works

Statement or definition: identifies topic with a statement, question or definition

Explanation or how or why: to analyze a process (movements in the earth's crust) showing the relationship among the parts including cause and effect connections

Summary: can state unusual features of the phenomenon and/or reiterate the main points

Special Features

- may include a title, illustrations or diagrams
- connecting words to signal cause-effect (*if, because, then*) and/or sequence (*next, then, when*)
- present tense with some passive verbs (e.g. *are folding/faulting*)
- technical, subject-specific vocabulary

Form: Memoire

Purpose: to capture a defining personal memory

Orientation: begins with a purposeful lead, identifies the personal event

Form: Descriptive Report

Purpose: to describe a topic

Introduction: introduces a manageable topic with a definition or a classification (*Three types of soil are*)

Description of Topic: includes factual details, from a variety of sources (books, photographs, websites), to support sub-topics (e.g., attributes, weather systems) sequenced in a specific way

Conclusion: summarizes, or restates, key ideas; may include an impersonal evaluative comment

Special Features

- includes a title, headings, illustrations, maps, or photographs with labels or captions
- connecting words and phrases (*also, many other, has a variety of*)
- present tense
- language to show comparisons/contrasts (*as hard as*), definitions (*are called*), classification (*belong to*)

Form: Instructions/Procedures

Purpose: to tell how to do something

Goal or aim: identifies topic by title or opening statement(s)

Materials/ingredients: lists materials

Method/process – includes key steps in correct order with adequate details focusing on how/when

Conclusion or Evaluation: includes a closing statement or an evaluation which may be a photograph or drawing of the completed item

Special Features

- may include headings, illustrations, diagrams or labels
- numbered-steps or words showing sequence (*first, next, then*)
- point form or full sentences starting with sequence words or verbs
- present tense often written as commands
- technical language- verbs, adverbs and adjectives (e.g., *whip the cooled creme vigorously*)

Form: Narrative (short story)

Purpose: to entertain with an imaginative experience

Orientation (time, place and characters): attempts to establish an emotional response through the development of character, setting, and plot and setting the mood or tone (e.g. humor, personalization, sarcasm)

Events: involve the main character development, including insights into their actions and feelings, and building the tension that leads to the climax

Resolution: the complication is generally resolved and the loose ends are tied up

Persuasive Writing Strategies for Success

- Use **examples** to prove your point
- /Your own **personal expression/enthusiasm** about your topic
- /Use **anecdotes/stories** to support your ideas.
- /Using a **comparison**. Example: Taking summer break away from students is like taking coffee away from adults. Adults are stuck on Facebook like students are stuck on Snapchat.
- /Use of **Similes and metaphors** to compare.
Example: I feel the seriousness of the environment is tossed out the window like piece of old gum.
- /Using **quotes of statistics and facts** that back up what you are saying.
- /Using **reasons and possible consequences(warnings)** to support your idea.
- /**Quotations from those with expertise or experience** that help support your idea.
- Ask an **important question** about your issue.

Choose ONE

1. Explain your Halloween “plan of attack” for getting a good haul of treats. (How to/Explanatory)

Give yourself 7 minutes to write (or more) and 3 minutes to revise.

2. Halloween Story: Using your descriptive word lists and ideas, write either a fictional Halloween story or a good small story from that night. (Narrative/Memoir)

3. Persuasive Argument: Argue what is the last age you are not too old to trick or treat. Is it grade 8? Is high school age too hold? Use your argument skills?

Revise – STAR and CUPS

**Take time to revise in a
different color – Read it out
loud**

For the rest of this class you will:

- **1. Complete Quick Write and finish the Article of the Week(should be done)**
- 2. Work on your Website Evaluation activity we worked on Thursday.(attached to Mr. Bosma teacher and Teams pages)
- **Read** 30 minutes
- **I have left a Social Studies lesson and meet at 12:45 to discuss it on 8B SS Teams.**