

## Writing Grade Expectations: Grade 8

### Standard 1.5: Writing Dimensions

#### Writing Process

**W8: 1** Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

### Standard 1.6: Writing Conventions

#### Writing Conventions

**W8: 2** In independent writing, students demonstrate command of appropriate English conventions by...

- Applying rules of standard English usage to correct grammatical errors  
EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns
- Applying capitalization rules
- Applying appropriate punctuation rules to various sentence patterns to enhance meaning (e.g., hyphens, dashes, brackets)

**W8: 3** In independent writing, students demonstrate command of conventional English spelling by...

- Independently applying spelling knowledge in proofreading and editing of writing
- Correctly spelling grade-appropriate, high-frequency words, including homonyms, homophones, and homographs
- Correctly spelling grade-appropriate word groups that share a common root (e.g., “inspire,” “respiration,” “conspire,” “perspire”)
- Recognizing spelling-meaning connections  
EXAMPLES: “sign/signal,” “define/definition,” “critic/criticize”
- Applying conventional and word-derivative spelling patterns/rules, including syllable division, stressed/unstressed syllable (schwa) vowel patterns  
EXAMPLES: silent and sounded consonants, identifying relationships among roots, base words, pre/suffixes, including foreign derivations
- Using resources to correct spelling

### Standard 5.18: Structures

#### Structures of Language

**W8: 4** Students demonstrate command of the structures of the English language by...

- Using varied sentence length and structure to enhance meaning (e.g., phrases and clauses)
- Using the paragraph form: indenting, main idea, supporting details
- Identifying organizational structures *within* paragraphs or *within* texts  
EXAMPLES: description, chronology, proposition/support, compare/contrast, problem/solution, cause/effect
- Using a format and text structure appropriate to the purpose of the writing

### Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

#### Writing in Response to Literary or Informational Text

**W8: 5** In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- Selecting and summarizing key ideas to set context
- Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas

**W8: 6** In response to literary or informational text, students make and support analytical judgments about text by...

- Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question
- Using specific details and references to text or relevant citations to support focus or judgment

- Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft  
EXAMPLES: Style, bias, literary techniques, point of view, or characteristics of literary forms and genres

**W8: 7 In response to literary or informational text, students engage readers by...**

- Organizing ideas using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas)
- Addressing the reader’s possible questions
- Using effective voice and tone (word choice and sentence patterns) for desired effect on reader, if appropriate
- Excluding loosely related or extraneous information

**Standard 1.8: Reports**

**Standard 1.19: Research**

**Informational Writing: Reports**

**W8: 8 In reports, students organize information/concepts by...**

- Using an organizational text structure appropriate to focus/controlling idea  
EXAMPLES: chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation
- Selecting appropriate information to set context, which may include a lead/hook
- Using transition words or phrases appropriate to organizational text structure
- Drawing a conclusion by synthesizing information from the report (i.e., “aha!” “so what?”)
- Obtaining information from multiple locations or sources when appropriate
- Listing and citing sources, using accepted format, if appropriate

**W8: 9 In reports, students effectively convey a perspective on a subject by...**

- Stating and maintaining a focus/controlling idea/thesis (purpose)
- Writing with a sense of audience, if appropriate
- Establishing an authoritative stance, when appropriate

**W8: 10 In reports, students demonstrate use of a range of elaboration strategies by...**

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
- Addressing readers’ concerns
- Commenting on the significance of the information, when appropriate

**Standard 1.9: Narratives**

**Standard 5.11: Literary Elements and Devices**

**Expressive Writing: Narratives**

**W8: 11 In written narratives, students organize and relate a story line plot/series of events by...**

- Creating a clear and coherent (logically consistent) story line
- Using a variety of effective transitional devices to enhance meaning
- Establishing context, character motivation, problem/conflict/ challenge, and resolution, and maintaining point of view

**W8: 12 Students demonstrate use of narrative strategies by...**

- Creating images, using relevant and descriptive details and sensory language to advance the story line (purpose)
- Using dialogue to advance action
- Developing characters through description, speech and actions, and relationships with other characters, when appropriate
- Using voice appropriate to purpose
- Maintaining focus
- Controlling the pace of the story

## Standard 1.10: Procedures

### Informational Writing: Procedures

#### W8: 13 In written procedures, students organize steps of procedures by...

- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using a variety of transitions to arrange the steps in a logical manner
- Using details and examples to help the reader understand and visualize the process
- Providing a list of specific materials, if appropriate
- Providing a conclusion that advances the reader's understanding or appreciation of the process

#### W8: 14 In written procedures, students anticipate the readers' needs by...

- Addressing problems that might arise for the reader
- Creating a format that is easy to follow

## Standard 1.11: Persuasive Writing

### Informational Writing: Persuasive Writing

#### W8: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...

- Establishing necessary context, taking audience into account, as needed
- Stating and maintaining a clear position on the problem or issue (purpose)

#### W8: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...

- Arranging supporting evidence persuasively
- Providing and elaborating on with convincing and appropriate facts and details
- Addressing the reader's potential concerns or counterarguments
- Drawing a conclusion by synthesizing the persuasive argument

## Standard 1.12: Personal Essay

### Expressive Writing: Reflective Essay

#### W8: 17 In reflective writing, students make connections between personal experiences and ideas by...

- Using concrete details and sensory language to establish context (purpose)
- Establishing or evolving focus
- Establishing individual voice
- Using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language
- Having coherent organization through a natural progression of ideas
- Leaving reader with something to think about

## Standard 1.23: Poetry

## Standard 5.11: Literary Elements and Devices

### Expressive Writing: Poetry

#### W8: 18 In writing poetry, demonstrate awareness of purpose by...

- Writing poems in a variety of voices for a variety of audiences (purpose)
- Writing poems that express mood, thought, or feeling
- Choosing conventional or alternative text structures to achieve impact

#### W8: 19 In writing poetry, use language effectively by...

- Selecting vocabulary according to purpose or for effect on audience
- Using rhyme, rhythm, or figurative language  
EXAMPLES: simile, personification, alliteration, onomatopoeia, metaphor
- Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact
- Using a variety of poetic forms