

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 8

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

CCSU Comprehensive Curriculum for Writing Literacy

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	<p>W8: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</p>	<p>Writing Process</p>	<p>Use an organizational format appropriate to the writing task and audience (1a)</p> <p>Compose a multi-paragraph piece of writing that includes an introduction, supporting paragraphs, a conclusion, and transitional words and phrases (1b)</p> <p>Elaborate by naming, describing, explaining, and/or comparing (1c)</p> <p>Revise to delete unnecessary details and ensure sentence sense (1d)</p> <p>Edit elements identified in Power Standard #2 (1e)</p>
1.6	<p>W8: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> • Applying rules of standard English usage to correct grammatical errors EXAMPLES: subject-verb agreement, <u>pronoun-antecedent</u>, consistency of verb tense, <u>case of pronouns</u> • Applying capitalization rules • Applying appropriate punctuation rules to various sentence patterns to enhance meaning (e.g., <u>hyphens, dashes, brackets</u>) 	<p>Writing Conventions</p>	<p>Use commas to set off interjections, appositives, and direct address (2a)</p> <p>Use a variety of sentence structures (simple, compound, complex) (2b)</p> <p>Use appropriate punctuation for citations and dialogue (2c)</p> <p>Correct sentence errors (fragments, consistent verb tense, subject-verb agreement, run-ons, etc.) (2e)</p>

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.6</p>	<p>W8: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> Independently applying spelling knowledge in proofreading and editing of writing Correctly spelling grade-appropriate, high-frequency words, including homonyms, homophones, <u>and homographs</u> Correctly spelling grade-appropriate word groups that share a common root (e.g., "<u>inspire,</u>" "<u>respiration,</u>" "<u>conspire,</u>" "<u>perspire</u>") Recognizing spelling-meaning connections EXAMPLES: "sign/signal," "define/definition," "critic/criticize" Applying conventional <u>and word-derivative</u> spelling patterns/rules, <u>including syllable division, stressed/unstressed syllable (schwa) vowel patterns</u> EXAMPLES: <u>silent and sounded consonants, identifying relationships among roots, base words, pre/suffixes, including foreign derivations</u> Using resources to correct spelling 	<p>Writing Conventions</p>	<p>Use resources to check and correct spelling (2d)</p>
<p>5.18</p>	<p>W8: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> 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, <u>cause/effect</u> Using a format and text structure appropriate to the purpose of the writing 	<p>Structures of Language</p>	<p>Use correct paragraph formatting (2f)</p>

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.7, 5.11, 5.13</p>	<p>W8: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <ul style="list-style-type: none"> 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 	<p>Writing in Response to Literary or Informational Text</p>	<p>Summarize context (story or key ideas) (3a)</p> <p>Draw a conclusion by synthesizing relevant information and making a connection to broader ideas (3d)</p>
<p>1.7, 5.11, 5.13</p>	<p>W8: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> 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 <p><u>EXAMPLES: Style, bias, literary techniques, point of view, or characteristics of literary forms and genres</u></p>	<p>Writing in Response to Literary or Informational Text</p>	<p>Provide evidence from the text, including direct citation(s), to support an analytical judgment (3b)</p> <p>Make inferences about content, events, theme, and author's craft (3c)</p>
<p>1.7, 5.11, 5.13</p>	<p>W8: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> Organizing ideas using transition words/phrases and <u>drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas)</u> Addressing the reader's possible questions Using effective voice and tone (word choice and sentence patterns) for desired effect on reader, <u>if appropriate</u> <u>Excluding loosely related or extraneous information</u> 	<p>Writing in Response to Literary or Informational Text</p>	

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.8, 1.19</p>	<p>W8: 8 In reports, students organize information/ concepts by...</p> <ul style="list-style-type: none"> • Using an organizational text structure appropriate to focus/controlling idea EXAMPLES: chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u>, <u>investigation</u> • Selecting appropriate information to set context, which may include a lead/hook • Using transition words or phrases appropriate to organizational text structure • <u>Drawing a conclusion by synthesizing information from the report</u> (i.e., “aha!” “so what?”) • Obtaining information from multiple locations or sources when appropriate • Listing and citing sources, using accepted format, if appropriate 	<p>Informational Writing: Reports</p>	
<p>1.8, 1.19</p>	<p>W8: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> • Stating and maintaining a focus/controlling idea/<u>thesis</u> (purpose) • Writing with a sense of audience, if appropriate • <u>Establishing an authoritative stance, when appropriate</u> 	<p>Informational Writing: Reports</p>	
<p>1.8, 1.19</p>	<p>W8: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> • 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 	<p>Informational Writing: Reports</p>	

CCSU Comprehensive Curriculum for Writing Literacy

<p>1.9, 5.11</p>	<p>W8: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> • 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 	<p>Expressive Writing: Narratives</p>	<p>Create a clear and coherent story line (5a)</p> <p>Establish context, character motivation, problem/conflict/challenge, resolution, and maintain point of view (5b)</p>
<p>1.9, 5.11</p>	<p>W8: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> • <u>Creating images</u>, 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, <u>and relationships with other characters, when appropriate</u> • Using voice appropriate to purpose • Maintaining focus • <u>Controlling the pace of the story</u> 	<p>Expressive Writing: Narratives</p>	<p>Create vivid images using relevant and descriptive details, sensory language, and/or dialogue to advance action (5c)</p>
<p>1.10</p>	<p>W8: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> • 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 	<p>Informational Writing: Procedures</p>	<p>Organize steps (4a)</p> <p>Help reader understand and visualize process (4b)</p>

CCSU Comprehensive Curriculum for Writing Literacy

1.10	<p>W8: 14 In written procedures, students anticipate the readers' needs by...</p> <ul style="list-style-type: none"> • Addressing problems that might arise for the reader • Creating a format that is easy to follow 	Informational Writing: Procedures	
1.11	<p>W8: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <ul style="list-style-type: none"> • <u>Establishing necessary context</u>, taking audience into account, as needed • Stating <u>and maintaining</u> a clear position on the problem or issue (purpose) 	Informational Writing: Persuasive Writing	
1.11	<p>W8: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <ul style="list-style-type: none"> • Arranging supporting evidence persuasively • Providing and elaborating on with convincing and appropriate facts and details • Addressing the reader's potential concerns or counterarguments • <u>Drawing a conclusion by synthesizing the persuasive argument</u> 	Informational Writing: Persuasive Writing	
1.12	<p>W8: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> • 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, <u>or using figurative language</u> • Having coherent organization through a natural progression of ideas • <u>Leaving reader with something to think about</u> 	Expressive Writing: Reflective Essay	

CCSU Comprehensive Curriculum for Writing Literacy

1.23, 5.11	<p>W8: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> • Writing poems in a variety of voices for a variety of audiences (purpose) • Writing poems that express mood, thought, or feeling • <u>Choosing conventional or alternative text structures to achieve impact</u> 	Expressive Writing: Poetry	
1.23, 5.11	<p>W8: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> • Selecting vocabulary according to purpose or for effect on audience • Using rhyme, rhythm, or figurative language EXAMPLES: simile, personification, alliteration, onomatopoeia, <u>metaphor</u> • <u>Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact</u> • Using a variety of poetic forms 	Expressive Writing: Poetry	