

**ENGLISH: WRITING  
ALIGNED STANDARDS OF LEARNING  
CURRICULUM FRAMEWORK  
GRADE 8**



**8E-WP1 The student will**

- a) write to convey ideas and information including facts, details, and other information;
- b) write about an event or personal experience by introducing the event or experience, at least one character, and two or more events in sequence;
- c) plan by brainstorming and revise own writing by adding more information;
- d) use content specific vocabulary when writing about a topic.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will demonstrate an awareness of audience and use a process for writing as they produce narrative, descriptive, expository, and persuasive pieces.</li> <li>• Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers;</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and</li> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li>• Students will apply a process for writing, including planning, drafting, revising, proofreading, editing, and publishing.</li> <li>• Good writing includes elaboration, i.e., use of descriptive details and examples, within sentences to give detail and depth to an idea and across paragraphs to continue the flow of an idea throughout a piece.</li> <li>• <b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use prewriting strategies to select and narrow topics.</li> <li>• compose with attention to:               <ul style="list-style-type: none"> <li>◦ central idea;</li> <li>◦ unity;</li> <li>◦ elaboration; and</li> <li>◦ organization.</li> </ul> </li> <li>• craft writing purposefully with attention to:               <ul style="list-style-type: none"> <li>◦ deliberate word choice;</li> <li>◦ precise information and vocabulary;</li> <li>◦ sentence variety; and</li> <li>◦ tone and voice.</li> </ul> </li> <li>• elaborate writing to continue the flow from idea to idea without interruption.</li> <li>• use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• select vocabulary and tone with awareness of audience and purpose.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</li> <li>• engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>• use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.</li> <li>• write using strategies such as definition, classification comparison/contrast, and cause/effect.</li> <li>• include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when appropriate.</li> <li>• develop the topic using relevant facts, definitions, details, quotations, and/or examples.</li> <li>• use transitional words or phrases to connect parts of sentences in order to:               <ul style="list-style-type: none"> <li>◦ show relationships between ideas;</li> <li>◦ signal a shift or change in the writer's thoughts;</li> <li>◦ signal levels of importance;</li> <li>◦ suggest a pattern of organization; and</li> <li>◦ make sentences clearer.</li> </ul> </li> </ul>

**8E-WP1 The student will**

- a) **write to convey ideas and information including facts, details, and other information;**
- b) **write about an event or personal experience by introducing the event or experience, at least one character, and two or more events in sequence;**
- c) **plan by brainstorming and revise own writing by adding more information;**
- d) **use content specific vocabulary when writing about a topic.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• <b>Tone</b> is used to express an author’s attitude toward the topic.</li> <li>• The writing process is nonlinear: returning to prewriting strategies or drafting at any point in the process may help the writer clarify and elaborate a drafted piece.</li> <li>• Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• revise drafts for improvement, using teacher assistance, peer collaboration, and growing independence.</li> <li>• recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement.</li> </ul>	<ul style="list-style-type: none"> <li>• establish and maintain a formal style of writing when appropriate.</li> <li>• provide an appropriate conclusion for the purpose and mode of writing.</li> <li>• identify audience and purpose for any piece of writing.</li> <li>• use selected prewriting techniques, such as: <ul style="list-style-type: none"> <li>◦ brainstorming;</li> <li>◦ webbing;</li> <li>◦ mapping;</li> <li>◦ clustering;</li> <li>◦ listing;</li> <li>◦ organizing graphically;</li> <li>◦ questioning; and</li> <li>◦ outlining.</li> </ul> </li> <li>• write using descriptive details.</li> <li>• elaborate to: <ul style="list-style-type: none"> <li>◦ give detail;</li> <li>◦ add depth; and</li> <li>◦ continue the flow of an idea.</li> </ul> </li> <li>• write an effective thesis statement focusing, limiting, or narrowing the topic.</li> <li>• differentiate between a thesis statement and a topic sentence.</li> <li>• write more than one paragraph on any central theme or topic demonstrating elaboration, coherence, and unity.</li> </ul>

**8E-WP1 The student will**

- a) write to convey ideas and information including facts, details, and other information;
- b) write about an event or personal experience by introducing the event or experience, at least one character, and two or more events in sequence;
- c) plan by brainstorming and revise own writing by adding more information;
- d) use content specific vocabulary when writing about a topic.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>• incorporate variety into sentences, using appropriate:               <ul style="list-style-type: none"> <li>◦ <b>modifier</b> – an adjective, an adverb, or a phrase or clause acting as an adjective or adverb;</li> <li>◦ <b>coordination</b> – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions; and</li> <li>◦ <b>subordination</b> – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions.</li> </ul> </li> <li>• understand that revising to improve a draft includes:               <ul style="list-style-type: none"> <li>◦ rereading;</li> <li>◦ reflecting;</li> <li>◦ rethinking; and</li> <li>◦ rewriting.</li> </ul> </li> <li>• use available computer technology to enhance the writing process.</li> </ul>

## 8E-WP2 The student will

- a) write a research report to answer a question based on two or more sources of information;
- b) identify quotes from print or digital sources that provide information about a topic.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• Students must realize in order to avoid plagiarism, credit must be given when using: another person’s idea, opinion, or theory; facts, statistics, graphs, drawings, etc., quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words.</li> <li>• Teachers should assist students in determining the authenticity and validity of sources.</li> <li>• Teachers should make students aware of possible consequences of plagiarism.</li> <li>• Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that a <b>primary source</b> is an original document or a firsthand or eyewitness account of an event.</li> <li>• understand that a <b>secondary source</b> discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand and use the online, print, and media references available in the classroom, school, and public libraries, including: <ul style="list-style-type: none"> <li>◦ general and specialized dictionaries;</li> <li>◦ thesauruses and glossaries;</li> <li>◦ general and specialized encyclopedias;</li> <li>◦ directories;</li> <li>◦ general and specialized (or subject-specific) databases; and</li> <li>◦ Internet resources, as appropriate for school use.</li> </ul> </li> <li>• evaluate the validity and authenticity of texts, using questions, such as: <ul style="list-style-type: none"> <li>◦ Does the source appear in a reputable publication?</li> <li>◦ Is the source free from bias?</li> <li>◦ Does the writer have something to gain from his opinion?</li> <li>◦ Does the information contain facts for support?</li> <li>◦ Is the same information found in more than one source?</li> </ul> </li> <li>• prevent plagiarism and its consequences by giving credit to authors when idea and/or words are used in research.</li> <li>• differentiate between a primary and secondary source.</li> <li>• provide a list of sources using a standard form for documenting primary and secondary sources.</li> </ul>

**8E-WP3 The student will**

- a) write a persuasive report and support it with reasons or other relevant evidence;
- b) write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed;
- c) write routinely for a variety of tasks, purposes, and audiences.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will become independent and proficient in composing a variety of types of writing.</li> <li>• Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers;</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and</li> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li>• Students will gradually assume responsibility for revising, proofreading, and editing their own writing.</li> <li>• <b>Elaboration</b> can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph to paragraph.</li> <li>• <b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader.</li> <li>• <b>Tone</b> expresses an author’s attitude toward the subject.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use a process for writing, including:               <ul style="list-style-type: none"> <li>◦ planning;</li> <li>◦ drafting;</li> <li>◦ revising;</li> <li>◦ proofreading;</li> <li>◦ editing; and</li> <li>◦ publishing.</li> </ul> </li> <li>• understand that good writing includes elaboration.</li> <li>• recognize that a thesis statement is not an announcement of the subject, but rather a unified, and specific statement.</li> <li>• understand that good writing has been improved through revision.</li> <li>• understand and apply the elements of composing:               <ul style="list-style-type: none"> <li>◦ central idea;</li> <li>◦ elaboration;</li> <li>◦ unity; and</li> <li>◦ organization.</li> </ul> </li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify intended audience and purpose.</li> <li>• use a variety of prewriting strategies including:               <ul style="list-style-type: none"> <li>◦ brainstorming;</li> <li>◦ webbing;</li> <li>◦ mapping;</li> <li>◦ outlining;</li> <li>◦ clustering;</li> <li>◦ listing; and</li> <li>◦ using graphic organizers.</li> </ul> </li> <li>• explain, analyze, or summarize a topic.</li> <li>• write an effective thesis statement focusing, limiting, or narrowing the topic.</li> <li>• differentiate between a thesis statement and a topic sentence.</li> <li>• choose an appropriate strategy for organizing ideas such as comparison/contrast, personal narrative, cause/effect, etc., and provide transitions between ideas.</li> <li>• develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</li> <li>• engage and orient the reader by establishing a context and introducing a narrator and/or characters.</li> <li>• organize an event sequence that unfolds naturally and logically.</li> <li>• use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</li> </ul>

**8E-WP3 The student will**

- a) write a persuasive report and support it with reasons or other relevant evidence;**
- b) write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed;**
- c) write routinely for a variety of tasks, purposes, and audiences.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece.</li> <li>• Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</li> </ul>		<ul style="list-style-type: none"> <li>• create multiparagraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose.</li> <li>• include an appropriate introduction and satisfying conclusion.</li> <li>• sustain a formal style.</li> <li>• use written expression to draft and revise compositions with attention to:               <ul style="list-style-type: none"> <li>◦ voice;</li> <li>◦ tone;</li> <li>◦ selection of information;</li> <li>◦ embedded phrases and clauses that clarify meaning;</li> <li>◦ vivid and precise vocabulary;</li> <li>◦ figurative language; and</li> <li>◦ sentence variety.</li> </ul> </li> <li>• recognize terms illustrative of tone, such as, but not limited to:               <ul style="list-style-type: none"> <li>◦ serious;</li> <li>◦ sarcastic;</li> <li>◦ objective;</li> <li>◦ enthusiastic;</li> <li>◦ solemn;</li> <li>◦ humorous;</li> <li>◦ hostile;</li> <li>◦ personal; and</li> <li>◦ impersonal.</li> </ul> </li> <li>• apply revising procedures in peer and self-review, including:               <ul style="list-style-type: none"> <li>◦ rereading;</li> </ul> </li> </ul>

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>◦ reflecting;</li> <li>◦ rethinking; and</li> <li>◦ rewriting.</li> <li>• vary sentence structure by using coordinating conjunctions: <i>for, and, nor, but, or, yet, and so</i>.</li> <li>• use subordinating conjunctions to form complex sentences: <i>after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while</i>.</li> <li>• incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to: <ul style="list-style-type: none"> <li>◦ <b>coordination</b> – joining words, phrases, clauses, or sentences by using appropriate coordinating conjunctions;</li> <li>◦ <b>subordination</b> – establishing the relationship between an independent and a dependent clause by using appropriate subordinate conjunctions; and</li> <li>◦ <b>modifier</b> – an adjective, an adverb, or a phrase or clause <b>acting</b> as an adjective or adverb.</li> </ul> </li> <li>• use available computer technology to assist throughout the writing process.</li> </ul>

**8E-WP4 The student will**

- a) use technology, including the Internet, to produce writing work or research report;
- b) research to answer a question based on multiple sources of information;
- c) use information from literary and informational text to support writing (e.g., “Recognize the difference between fictional characters and nonfictional characters.” “Delineate the specific claims in a text.”);
- d) use information from literary or informational text to support writing by using specific claims in a text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will use both print and electronic sources to find, read, and organize information for presentations and papers.</li> <li>• Students will synthesize information from a variety of sources and will document sources, using a standard format.</li> <li>• Students will realize in order to avoid plagiarism, credit must be given when using: another person’s idea, opinion, or theory; facts, statistics, graphs, drawings, etc. , quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words.</li> <li>• Teachers should assist students in determining the authenticity and validity of sources.</li> <li>• Teachers should make students aware of possible consequences of plagiarism.</li> <li>• Teachers will collaborate with library media specialists to assist students as the students learn to become independent with research.</li> <li>• Students will have the opportunity to practice writing over shorter time frames as well as for extended ones.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that research tools are available in school media centers and libraries.</li> <li>• understand that a <b>primary source</b> is an original document or a firsthand or eyewitness account of an event.</li> </ul> <p>understand that a <b>secondary source</b> discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use available resource tools, including: <ul style="list-style-type: none"> <li>◦ educational online resources;</li> <li>◦ reference books;</li> <li>◦ scholarly journals;</li> <li>◦ magazines;</li> <li>◦ the Internet, as appropriate for school use; and</li> <li>◦ general and specialized (or subject-specific) databases.</li> </ul> </li> <li>• organize and synthesize information with tools, including: <ul style="list-style-type: none"> <li>◦ graphic organizers;</li> <li>◦ outlines;</li> <li>◦ spreadsheets;</li> <li>◦ databases; and</li> <li>◦ presentation software.</li> </ul> </li> <li>• create a “Works Cited” page using MLA format for oral and written presentations.</li> <li>• differentiate between a primary and a secondary source.</li> <li>• gather relevant information from multiple print and digital sources; assess the credibility and validity of each source;</li> <li>• prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in direct quotation or paraphrases.</li> <li>• evaluate the validity and authenticity of texts, using questions, such as: <ul style="list-style-type: none"> <li>◦ Does the source appear in a reputable publication?</li> <li>◦ Is the source free from bias?</li> </ul> </li> </ul>

**8E-WP4 The student will**

- a) use technology, including the Internet, to produce writing work or research report;
- b) research to answer a question based on multiple sources of information;
- c) use information from literary and informational text to support writing (e.g., “Recognize the difference between fictional characters and nonfictional characters.” “Delineate the specific claims in a text.”);
- d) use information from literary or informational text to support writing by using specific claims in a text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>◦ Does the writer have something to gain from his opinion?</li> <li>◦ Does the information contain facts for support?</li> <li>◦ Is the same information found in more than one source?</li> <li>• summarize and cite specific evidence from the text to support conclusions.</li> </ul>

## 8E-WP5 The student will

- a) write an argument to support a claim with one clear reason or piece of evidence;
- b) write to convey ideas and information clearly including facts, details, and other information;
- c) produce writing that is appropriate for the task, purpose, or audience.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will become independent and proficient in composing a variety of types of writing.</li> <li>• Teachers will focus direct instruction on all three domains of writing:               <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers;</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers; and</li> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> </li> <li>• <b>Elaboration</b> can occur by using descriptive details and examples within a sentence to give detail and depth to an idea, or from paragraph to paragraph chronologically.</li> <li>• <b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer’s ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader.</li> <li>• <b>Tone</b> expresses an author’s attitude toward the subject.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use a process for writing, including:               <ul style="list-style-type: none"> <li>◦ planning;</li> <li>◦ drafting;</li> <li>◦ revising;</li> <li>◦ proofreading;</li> <li>◦ editing; and</li> <li>◦ publishing.</li> </ul> </li> <li>• understand that good writing has been elaborated.</li> <li>• use peer and individual revising and editing.</li> <li>• understand that good writing has been improved through revision.</li> <li>• use keyboarding, including spell checkers and grammar checkers when available.</li> <li>• understand and apply the elements of composing:               <ul style="list-style-type: none"> <li>◦ central idea;</li> <li>◦ elaboration;</li> <li>◦ unity; and</li> <li>◦ organization.</li> </ul> </li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write in a variety of forms, including:               <ul style="list-style-type: none"> <li>◦ <b>narrative</b> – writing to tell a story;</li> <li>◦ <b>expository</b> – writing to explain and build a body of well-organized and understandable information;</li> <li>◦ <b>persuasive</b> – writing to influence the reader or listener to believe or do as the author or speaker suggests; and</li> <li>◦ <b>informational</b> – writing to put forth information, frequently used in textbooks and the news media.</li> </ul> </li> <li>• use a variety of prewriting strategies, for example:               <ul style="list-style-type: none"> <li>◦ brainstorming;</li> <li>◦ webbing;</li> <li>◦ mapping;</li> <li>◦ outlining;</li> <li>◦ clustering;</li> <li>◦ listing; and</li> <li>◦ using graphic organizers.</li> </ul> </li> <li>• use written expression to explain, analyze, or summarize a topic with attention to:               <ul style="list-style-type: none"> <li>◦ purpose and audience;</li> <li>◦ a central or controlling idea;</li> <li>◦ voice;</li> <li>◦ tone (such as serious, sarcastic, objective, enthusiastic, solemn, humorous, hostile, personal, impersonal);</li> <li>◦ coherent selection of information and details;</li> <li>◦ embedded phrases and clauses that clarify meaning and increase variety;</li> <li>◦ vivid and precise vocabulary;</li> <li>◦ figurative language;</li> </ul> </li> </ul>

## 8E-WP5 The student will

- a) write an argument to support a claim with one clear reason or piece of evidence;
- b) write to convey ideas and information clearly including facts, details, and other information;
- c) produce writing that is appropriate for the task, purpose, or audience.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• <b>Coherence</b> means that each part of the writing appears to be 'connected' and heading towards a single conclusion or theme in the text.</li> <li>• The writing process is nonlinear; returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece.</li> <li>• Students will begin to assume responsibility for revising, proofreading, and editing their own writing.</li> <li>• Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.</li> <li>• understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>◦ sentence variety; and</li> <li>◦ transitional words and phrases.</li> <li>• develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences when writing narratives.</li> <li>• engage and orient the reader by establishing a context and introducing a narrator and/or characters.</li> <li>• organize an event sequence that unfolds naturally and logically.</li> <li>• use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• apply revising procedures, including: <ul style="list-style-type: none"> <li>◦ rereading;</li> <li>◦ reflecting;</li> <li>◦ rethinking;</li> <li>◦ rewriting;</li> <li>◦ including vivid vocabulary;</li> <li>◦ combining sentences for variety and rhythm; and</li> <li>◦ providing transitions between ideas and paragraphs.</li> </ul> </li> <li>• create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph.</li> <li>• elaborate the central idea, providing sustained unity throughout the writing.</li> <li>• choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• sustain a formal style.</li> <li>• develop a conclusion.</li> </ul>

**8E-WP6 The student will**

- a) write a short research report to pose and answer questions based on one source of information;
- b) select quotes from multiple print or digital sources that provide important information about a topic;
- c) use information from literary and informational text to support writing (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”, “Determine whether claims in a text are fact or opinion.”).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will collect resources, evaluate their usefulness, conduct research, and appropriately cite reliable sources of information.</li> <li>• Students will evaluate the accuracy and authenticity of multiple sources.</li> <li>• Students will evaluate the intent of the author, which may include misinformation, bias, and unsupported assertions.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• determine if a source is trustworthy and accurate.</li> <li>• understand that using multiple sources of information produces a more complete understanding of a topic.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand that a <b>primary source</b> is an original document or a firsthand or eyewitness account of an event.</li> <li>• understand that a <b>secondary source</b> discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.</li> <li>• use a variety of strategies to generate notes, and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.</li> <li>• embed quotations from other sources with skill and accuracy.</li> <li>• evaluate the validity and authenticity of texts, using questions such as: <ul style="list-style-type: none"> <li>◦ Does the source appear in a reputable publication?</li> <li>◦ Is the source free from bias? Does the writer have something to gain from his opinion?</li> <li>◦ Does the information contain facts for support?</li> <li>◦ Is the same information found in more than one source?</li> </ul> </li> <li>• conduct short research projects to answer a question drawing on several sources and generating questions.</li> <li>• use computer technology to research, organize, evaluate, and communicate information.</li> <li>• document using a standard form such as MLA or APA.</li> <li>• avoid plagiarism, give credit whenever using another person’s idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person’s words.</li> </ul>

## 8E-WE1 The student will

## a) use standard English rules when writing by using question marks at the end of written questions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level.</li> <li>Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.</li> <li>Students will understand that the conventions of correct language are an integral part of the writing process and their proper use is a courtesy to the reader.</li> <li><b>Indefinite pronouns</b> refer to a person(s) or thing(s) not specifically named and include <i>all, any, anyone, both, each, either, everybody, many, none, nothing</i>.</li> <li>A diagram of a sentence is a tool used to increase the understanding of the structure of a sentence.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.</li> <li>differentiate between subjects and objects when choosing pronouns.</li> <li>understand that pronouns need to have recognizable antecedents that agree in number and gender.</li> <li>use reference sources to differentiate among homophones and easily confused words,(e.g., <i>a lot/allot, effect/affect, bored/board</i>).</li> <li>replace colloquial expressions with correct usage (e.g., <i>I could of rode my bike</i> becomes <i>I could have ridden my bike</i>).</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use complete sentences with appropriate punctuation.</li> <li>avoid comma splices and fused sentences.</li> <li>avoid using coordinating conjunctions at the beginning of a sentence (e.g., and, so).</li> <li>diagram sentences with phrases and clauses.</li> <li>use singular verbs with singular subjects and plural verbs with plural subjects (e.g., <i>The driver of the bus aware of children drives very carefully. The students in the class discuss many topics</i>).</li> <li>use reference sources to select the correct spelling and usage of words such as <i>their, there, and they're</i>.</li> <li>use first person pronouns appropriately in compound subjects and objects (e.g., <i>John and I went to the store. Mother gave presents to Jim and me</i>).</li> <li>recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>choose adjectives and adverbs appropriately (e.g., <i>He is a good student. He does really well in all his studies</i>).</li> <li>capitalize language classes or classes followed by a number (e.g., French, Algebra II).</li> <li>capitalize <i>mom</i> and <i>dad</i> only when those titles replace names or are used as proper nouns (e.g., <i>My mom told me to go to bed, and I replied, "No, Mom, I don't want to."</i>).</li> <li>punctuate and format dialogue.</li> <li>correctly use the apostrophe for contractions and possessives.</li> <li>maintain a consistent verb tense within sentences and throughout and across paragraphs.</li> </ul>

**8E-WE1 The student will****a) use standard English rules when writing by using quotation marks at the end of written questions.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
		<ul style="list-style-type: none"><li>• eliminate double negatives.</li><li>• correctly use quotation marks in dialogue.</li></ul>

**8E-WE2 The student will**

- a) use standard English rules when writing by using ending punctuation when writing a sentence or question;  
 b) spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary school level with increasing independence.</li> <li>• Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.</li> <li>• Students will understand that the conventions of correct language are an integral part of the writing process.</li> <li>• A diagram of a sentence is a tool to increase understanding of its structure.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.</li> <li>• understand that pronouns need to agree with antecedents.</li> <li>• understand that verbs must agree with subjects.</li> <li>• become independent in checking spelling, using dictionaries and/or electronic tools.</li> <li>• examine sentences to identify eight parts of speech with the intent of improving sentence structure and variety, including:               <ul style="list-style-type: none"> <li>◦ noun;</li> <li>◦ verb;</li> <li>◦ pronoun;</li> <li>◦ adjective;</li> <li>◦ adverb;</li> <li>◦ preposition;</li> <li>◦ conjunction; and</li> <li>◦ interjection.</li> </ul> </li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use complete sentences with appropriate punctuation, including the punctuation of dialogue.</li> <li>• use a singular verb with a singular subject and a plural verb with a plural subject (e.g., <i>The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.</i>).</li> <li>• use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i>)</li> <li>• diagram sentences with phrases and clauses.</li> <li>• use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>• maintain verb tense (present, past, future) throughout an entire piece of writing.</li> <li>• maintain consistent point of view through a piece of writing.</li> <li>• use quotation marks to represent the exact language (either spoken or written) of another.</li> </ul>

**8E-WE3 The student will**

**a) use standard English rules when writing by using ending punctuation and capitalization when writing a sentence or question.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will understand and apply all the conventions of language learned at the elementary and middle school levels.</li> <li>• Students will maintain correct use of language to enhance writing and to avoid confusing or distracting the reader.</li> <li>• The conventions of correct language are an integral part of the writing process.</li> <li>• Diagramming sentences is a strategy to increase understanding of their structure.</li> <li>• Teachers will explain the function of verbals (gerunds, participles, and infinitives) and how they are used to provide sentence variety in writing.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• proofread and edit drafts with teacher assistance, peer collaboration, and growing independence.</li> <li>• understand that pronouns need to agree with antecedents in gender, number, and person.</li> <li>• understand that verbs must agree with subjects.</li> <li>• use verbs in the indicative, imperative, interrogative, conditional, and subjunctive form.</li> <li>• recognize and correct inappropriate shifts in verb forms.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses.</li> <li>• use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>• use an ellipsis to indicate an omission.</li> <li>• diagram sentences with phrases and clauses.</li> <li>• use a singular verb with a singular subject and a plural verb with a plural subject.</li> <li>• use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.</li> <li>• use objective pronouns in prepositional phrases with compound objects.</li> <li>• choose and maintain tense (present, past, future) throughout an entire paragraph or text.</li> <li>• use comparative and superlative adjectives.</li> <li>• use comparative and superlative adverbs.</li> <li>• use and correctly punctuate transitional words, such as <i>furthermore</i>, <i>however</i>, <i>since</i>, and <i>next</i>.</li> <li>• use correct conjunctions, such as <i>either/or</i> and <i>neither/nor</i>.</li> <li>• embed quotations from other sources with skill and accuracy.</li> <li>• use quotation marks correctly with dialogue.</li> </ul>