



Diocese of Greensburg Curriculum
Writing Grade 8

| Unit | Standards | Content | Skills |
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| <p>Writing Process</p> | <p>CCSS: English Language Arts 6-12 CCSS: Grade 8</p> <hr/> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p> | <ul style="list-style-type: none"> • Central idea (thesis) • Topic • Claim • Evidence • Stages of the writing process (prewriting, drafting/writing, revising, editing, publishing) | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Select an appropriate brainstorming strategy including mapping, clustering, freewriting, journalistic. • Group and organize ideas • Limit topic • Find direction, establish opinion and focus • Determine intended audience of composition • Write a topic sentence • Evaluate the depth of existing support and strength of topic sentence using a rubric • Organize the composition by sequencing ideas in a cohesive and balanced manner • Compose a composition • Edit the composition • Revise the composition • Distinguish plagiarism from responsible scholarship |

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| <p>Persuasive/Argumentative Writing</p> | <p>CCSS: English Language Arts 6-12 CCSS: Grade 8</p> <hr/> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d. Establish and maintain a formal style.</p> <p>W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <ul style="list-style-type: none"> • Argument • Claim • Counterclaim • Fact • Logic • Evidence • Details • Examples • Statistics • Expert testimony • SEE method | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Define argument • Define claim • Distinguish counterclaim from claim • Distinguish an argument from a fact • Develop a logical argument and claims • Support claims with specific evidence such as details and examples • Support claims with specific evidence such as statistics and expert testimony • Connect facts and evidence to a claim • Connect a series of claims to an argument • Write an effective argument |

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| | <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p> | | |
| <p>Poetry</p> | <p>CCSS: English Language Arts 6-12 CCSS: Grade 8</p> <hr/> <p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences</p> | <ul style="list-style-type: none"> • Lyric • Narrative • Haiku • Repetition • Rhyme scheme • Meter • Stanza | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Use specific strategies to go beyond the text |

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| | <p>from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary</p> | <ul style="list-style-type: none"> • Imagery • Diction • Tone • Context clues • Simile • Metaphor • Personification • Allusion • Hyperbole • Irony • Symbol • Sound devices | <ul style="list-style-type: none"> • Differentiate the characteristics of poetic genres • Analyze the effectiveness of poetic organizational patterns • Evaluate the elements and forms that influence meaning in poetry • Investigate how poetry relies on the sound of spoken language to communicate meaning • Discuss how poetry uses a range of figurative language and imagery to communicate ideas |

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| | <p>and informational texts independently and proficiently.</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the</p> | | |

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| | <p>organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Language Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p> | | |
| <p>Expository Writing (Informational/Explanatory)</p> | <p>CCSS: English Language Arts 6-12 CCSS: Grade 8</p> <hr/> <p>Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <ul style="list-style-type: none"> • Expository writing • Persuasive writing • Central idea • Main points • Details • Examples • Facts • Evidence (support) • Transitions • Primary text • Critical analysis | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define expository writing • Distinguish expository writing from persuasive writing • Define central idea • Develop a logical central idea • Construct main points to develop the central idea |

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| | <p>W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2e. Establish and maintain a formal style.</p> <p>W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <ul style="list-style-type: none"> Text-to-world connection | <ul style="list-style-type: none"> Support central idea and main points with details and examples Connect facts to a central idea Utilize facts to create evidence (support) Connect evidence (support) to central idea Connect main points using transitions Summarize relationship of evidence to central idea Apply critical analysis to a primary text Make text-to-world connections Write an effective expository composition |

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| | <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> | | |

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| | <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p> | | |
| <p>Narrative Writing</p> | <p>CCSS: English Language Arts 6-12 CCSS: Grade 8</p> <hr/> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> | <p>Making a point</p> <ul style="list-style-type: none"> • theme • emotional appeals <p>Developing character</p> <ul style="list-style-type: none"> • protagonist • antagonist • dialogue • levels of characterization • methods of characterization <p>Developing plot and conflict</p> <ul style="list-style-type: none"> • plot structure • setting • mood • exposition • inciting incident • rising action • climax • falling action • resolution • point of view (narrator vs. author) • forms of conflict • central conflict | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Focus a narrative on a theme • Establish a narrative point of view • Use setting to influence plot and conflict • Delineate and develop characters • Create fully-developed characters through behavior and attitudes • Follow a plot structure dependent on a central conflict • Employ language consistent with the tone/voice of the narrative • Incorporate various aspects of figurative language and imagery • Identify and use strategies to engage the reader • Evoke an emotional response in the reader |

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| | <p>W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> | <ul style="list-style-type: none"> • event sequencing through transitions • foreshadowing • flashback <p>Use of language</p> <ul style="list-style-type: none"> • imagery • description • figurative language • pacing | <ul style="list-style-type: none"> • Use narrative techniques such as dialogue, description, and pacing • Use transitions to connect plot events and episodes • Demonstrate command of conventions of standard English grammar and usage |

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| <p>Research Writing</p> | <p>CCSS: English Language Arts 6-12 CCSS: Grade 8</p> <hr/> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2e. Establish and maintain a formal style.</p> <p>W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>Students will know:</p> <ul style="list-style-type: none"> • Research • Topic • Thesis • Plan of development • Organization • Purpose • Audience • Source credibility (accuracy, reliability) • Citation • Note-taking • Paraphrase • Precise language • Summary • Quotation • Plagiarism • Transitions • Evidence • Inductive reasoning • Deductive reasoning • Works Cited | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define research • Write an effective and original thesis • Organize main points with a plan of development • Assess the credibility of sources • Identify and gather information (evidence) • Cite sources • Create a Works Cited • Determine the audience • Organize evidence • Connect evidence to the thesis • Write with clarity • Revise for content, coherence, vocabulary, language use, and style |

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| | <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and</p> | | |

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| | <p>integrate the information while avoiding plagiarism.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p> | | |

