CONTENT AREA: Writing

GRADE LEVEL: 8

Standard Descriptions:

The grade 8 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specifics—that together define the skills and understandings that all students must demonstrate.

Blue: Standards 1 through 3 (TEST WINDOW 1)
Yellow: Standards 4 through 6 (TEST WINDOW 2)

Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
	Develop and strengthen writing as needed by planning,

	revising, editing, rewriting, or trying a new approach.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection and research.
Range of Writing	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.

Grade Level/ Content Area	Alternate K-PREP Statement Aligned to KAS Standards	KAS Standard
Grade 8 Writing	**W-8.1** Communicate real experiences by engaging and orienting the reader by establishing a singular point of view, introducing characters, organizing a sequence of events that unfolds naturally using dialogue, description, and pacing with precise words and phrases, using descriptive details, sensory language basic transition words and phrases to convey experiences and manage time and setting changes and show relationships between experiences and provide a reasonable conclusion and reflect on the experiences.	**(Wri.3)** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well- structured event sequences. (a.) 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. (b.) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters. (c.) 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. (d.) Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. (e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
	W-8.2 Write informative/explanatory texts to examine a topic and analyze relevant content.	**(Wri.2)** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (a.) 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. (b.) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (c.) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (d.) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e.) Establish and maintain a formal style. (f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
	W-8.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task.	**(Wri.4)** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
	W-8.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting, focusing on how well purpose and audience have been addressed.	**(Wri.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.
	W-8.5 Use technology, including the Internet, to produce and publish writing and present the information	**(Wri.6)** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well

	and ideas efficiently as well as to interact with others.	as to interact and collaborate with others.
	W-8.6 Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions.	**(Wri.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.