

“Teaching hasn’t happened unless learning occurs.” – Chester Finn

Standards Reference <small>*Assessed locally</small>	GRADE 8: WRITING Grade Level Expectations	Notes
TARGET 3.1	The student WRITES ABOUT A TOPIC. Student can:	
O, I/C 1.1	Incorporates clear, focused thesis statement into an introductory paragraph.	
O, I/C 1.2	Support main idea/thesis statement with paragraphs that include relevant details/evidence.	
O 1.3a	Use appropriate structure to organize writing. (ex: chronological order, compare/contrast, order of importance, classification, definition)	
O, WC 1.3b	Use a variety of transitional words and phrases to maintain unity of writing.	
O, I/C 1.4	Write a basic concluding paragraph. (ex: restate the thesis & summarize main point)	
TARGET 3.2	The student WRITES FOR A VARIETY OF AUDIENCES. Student can:	
O, I/C 2.1*	Write a narrative using setting, character, conflict/resolution, dialogue, & sensory details to advance the plot.	
All 2.2	Use appropriate info & structure to write non-fiction to inform, describe, or persuade <i>including: letter, report, biography, autobiography.</i>	
WC, V 2.3 *	Use expressive language when responding to or producing text. (ex: poetry, journals, editorials, drama, reflective essays, newsletters)	
I/C, P 2.4 *	Support research projects and extended reports with research-based information and analysis.	
TARGET 3.3	The student uses CONVENTIONS OF STANDARD ENGLISH to write and edit. Student can:	
SF 3.1	Vary beginnings, lengths, & patterns of sentences to improve flow & enhance meaning/style of writing.	
C 3.2	Apply rules of spelling. (ex: homophones, irregular plurals, contractions)	
C 3.3	Apply rules of punctuation <i>including: commas, quotation marks, apostrophes, parentheses, colons.</i>	
C 3.4	Apply rules of capitalization <i>including: titles, proper nouns.</i>	
SF, C 3.5	Apply rules of usage <i>including: subject/verb agreement, verb tense, possessives, pronouns, adjectives, adverbs, sentence structure.</i>	
TARGET 3.4	The student REVISES WRITING. Student can:	
I/C, O 4.1	Rearrange and/or add details to improve clarity and logical progression of ideas.	
All 4.2 *	Give/receive appropriate feedback and evaluate writing using established criteria. (ex: peer conferences, checklists, rubrics, scoring guides)	
SF, WC 4.3	Combine sentences for fluency, eliminate irrelevant details, & select precise words to improve quality & effectiveness of writing.	
I/C, SF 4.4	Clarify thesis statement &/or topic sentence, & add details to support main ideas.	
V 4.5	Use appropriate voice for intended audience. (ex: humorous, informal, formal, technical)	
All 4.6 *	Independently use resources throughout the writing process. (ex: dictionary, thesaurus, peer conference, rubric, word processor)	
TARGET 3.5	The student DOCUMENTS SOURCES. Student can:	
I/C 5.1 *	Directly quote, paraphrase, and cite sources using simplified MLA/APA style <i>including: author, title, & publishing information.</i>	
TARGET 3.6	The student USES COMPUTER RESOURCES. Student can:	
C, P 6.1 *	Choose <i>correct</i> spelling when using software spell-check function.	
WC 6.2 *	Use thesaurus to locate and choose effective synonyms for common words.	
P 6.3 *	Select & use formatting features to produce final draft <i>including: centered title, appropriate font size & style, indentation, pagination, line spacing.</i>	

Six-Trait correlation key: I/C = Ideas & Content; O = Organization; V = Voice; SF = Sentence Fluency; WC = Word Choice; C = Conventions; P = Presentation