

Grade 8 Writing

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage IV		
Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.		
8.W.01 Write arguments to support claims with clear reasons and relevant evidence. (Essential)	HI-8: writing an essay which states a clear position, convincing arguments and relevant evidence.	Persuasive
8.W.02 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Essential)	HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support.	Expository
	HI-4: writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.	Expository
	HI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length.(e.g., science text chapter, article, book, oral presentations, etc.).	Expository
	HI-9: writing a book report that reflects the main idea, characters, setting, events, and plot of varied texts.	Literary Response

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<p>8.W.03 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. (Essential)</p>	<p>HI-1: writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.</p>	Narrative
	<p>HI-2: writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.</p>	Narrative
<p>8.W.04 - 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. (Essential)</p>		
<p>AZ.8.W.04 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. (Essential)</p>	<p>HI-3: taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support.</p>	Expository
	<p>HI-6: writing a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses audience, stated purpose and context.</p>	Functional
	<p>HI-7: writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information</p>	Functional

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	purposefully and follows a conventional format.	
8.W.05 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (Essential)		
8.W.06 - 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.		
8.W.07 - 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. (Essential)		
8.W.08 - 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. (Essential)		
8.W.09 - Draw evidence from		

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literary or informational texts to support analysis, reflection, and research.		
8.W.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 discipline- specific tasks, purposes, and audiences.		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage IV		
Standard 2: The student will identify and apply conventions of standard English in his or her communications.		
	HI-1: legibly and independently using cursive writing for academic applications (e.g., note taking, drafting).	Penmanship
	HI-2: using common spelling patterns and generalizations to spell words (e.g., 'i before e', plurals of words ending with 'y', doubling of final consonant).	Spelling
	HI-3: writing paragraphs using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names, historical events).	Capitalization
	HI-4: writing paragraphs using appropriate punctuation (<i>e.g., ending punctuation; periods; abbreviations; colons; time; business letters; commas; items in a series; introductory words; friendly letters; apostrophes; contractions; possessives; semi-colons; quotation marks; dialogue; titles; business letters; direct quotes; exact words from sources</i>).	Punctuation

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	HI-5: using various subjects in sentences in a variety of writing applications.	Grammar/Parts of Speech
	HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.	Grammar/Parts of Speech
	HI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	Grammar/Parts of Speech
	HI-8: using noun, adverbial and/or prepositional phrases in sentences.	Grammar/Parts of Speech
	HI-9: using various declarative sentence structures in a variety of writing applications.	Syntax/Sentence Construction
	HI-10: using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications.	Syntax/Sentence Construction
	HI-11: using interrogative sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-12: using exclamatory sentences in a variety of writing applications.	Syntax/Sentence Construction
	HI-13: using imperative sentences in a variety of writing applications.	Syntax/Sentence Construction

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage IV		
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.		
8.W.01 Write arguments to support claims with clear reasons and relevant evidence. (Essential)		
8.W.02 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Essential)		
8.W.03 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Essential)		
8.W.04 - 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). (Essential)		
8.W.05 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. (Editing for conventions should	HI-1: generating, organizing, maintaining and evaluating ideas for pre-writing.	Pre-Writing
	HI-2: determining the purpose (e.g., to entertain, to inform, to explain, to persuade) of a writing piece.	Pre-Writing
	HI-3: evaluating information	Drafting

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<p>demonstrate command of Language standards 1–3 up to and including grade 8.) (Essential)</p>	<p>on a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main idea.</p>	Drafting
	<p>HI-4: applying appropriate tools (e.g. resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</p>	Revising
	<p>HI-5: identifying and correcting errors in conventions (e.g., sentence structure, spelling, capitalization, punctuation) in the draft.</p>	Editing
<p>8.W.06 - 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>HI-6: presenting writing related to a content area in a format appropriate to audience and purpose, within a set time period.</p>	Publishing
<p>8.W.07 - 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. (Essential)</p>		
<p>8.W.08 - 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</p>		

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8.W.08 - 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. (Essential)		
8.W.09 - Draw evidence from		

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage IV		
Standard 4: The students will integrate elements of effective writing to develop engaging and focused text.		
8.W.01 Write arguments to support claims with clear reasons and relevant evidence. (Essential) (8.W.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.)	HI-4: writing paragraphs using original, varied and natural word choices, including literal and figurative language.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency
8.W.02 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Essential) (8.W.2.d Provide a concluding statement or section.)	HI-4: writing paragraphs using original, varied and natural word choices, including literal and figurative language.	Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency

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<p>8.W.03 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Essential) (8.W.3.d Provide a sense of closure.)</p>	<p>HI-4: writing paragraphs using original, varied and natural word choices, including literal and figurative language.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
<p>8.W.04 - 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. (Essential)</p>	<p>HI-1: writing clearly focused text suited to an audience and purpose that incorporates relevant supporting details.</p>	<p>Writing Elements: Ideas, Word Choice, Organization, Voice, Sentence Fluency</p>
	<p>HI-2: writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution.</p>	
	<p>HI-3: writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing.</p>	
<p>8.W.05 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (Essential)</p>		
<p>8.W.06 - 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>		

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<p>8.W.07 - 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. (Essential)</p>		
<p>8.W.08 - 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. (Essential)</p>		
<p>8.W.09 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>8.W.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 discipline-specific tasks, purposes, and audiences.</p>		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Writing - Stage IV		
Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.		
8.W.01 Write arguments to support claims with clear reasons and relevant evidence. (Essential)		
8.W.02 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Essential)		
8.W.03 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. (Essential)		
8.W.04 - 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. (Essential)		
AZ.8.W.04 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. (Essential)	HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.	Research

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<p>8.W.05 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (Essential)</p>		
<p>8.W.06 - 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.W.07 - 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. (Essential)</p>	<p>HI-1: writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.</p>	<p>Research</p>
	<p>HI-3: quoting or paraphrasing information sources, and supplying citations.</p>	<p>Research</p>
	<p>HI-4: paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information.</p>	<p>Research</p>

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<p>8.W.08 - 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. (Essential)</p>	<p>HI-3: quoting or paraphrasing information sources, and supplying citations.</p>	<p>Research</p>
	<p>HI-4: paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information.</p>	<p>Research</p>
<p>8.W.09 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>HI-3: quoting or paraphrasing information sources, and supplying citations.</p>	<p>Research</p>
<p>8.W.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 discipline- specific tasks, purposes, and audiences.</p>	<p>HI-5: producing group reports including summarizing the purpose of the project reaching consensus regarding the research, and setting and meeting timelines.</p>	<p>Research</p>