Teacher: CORE ELA Grade 8 Year: 2010-11
Course: ELA Grade 8 Month: All Months

A u	Willing							
g u	Essential Questions	Content	Skills	Vocabulary	Assessments 1	Lessons	Resources	Standards
	Biography	A1. Narrative Writing c. Biography B1. Writing Process a. Brainstorming/Prewrite C1. Writing Triats a. Ideas b. Organization	A1a. Establish the significance of events and personal decisions made by the subject of a biography. A1a. Write a description an event, object or place using the writing process. B1. The entire writing process will be used to develop details, images to support thesis. B1a. Use various oral and written brainstorming strategies to determine an effective ideas for biography. C1a. Use sensory details, write		A1. Draft 1/1/2011 A1. Final - homepage of wiki or blog 1/1/2011		-	W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1â€"3 above.) 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

details that	multiple
show rather	avenues of
than tell.	exploration.
C1b.	W.8.10-Write
Sequence	routinely ove
ideas	extended time
logically in	frames (time
written	for research,
biography.	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.
	W.8.1a-
	Introduce
	claim(s),
	acknowledge
	and
	distinguish th
	claim(s) from
	alternate or
	opposing
	claims, and
	organize the
	reasons and
	evidence
	logically.
	W.8.1c-Use
	words,
	phrases, and
	clauses to
	create
	cohesion and
	clarify the
	relationships
	among
	claim(s),
	counterclaims
	reasons, and

								evidence. W.8.2b- Develop the
								topic with relevant, well-
								chosen facts, definitions,
								concrete details,
								quotations, or other
								information and examples.
								W.8.2d-Use precise
								language and domain-
								specific vocabulary to
								inform about or explain the
								topic. W.8.2e-
								Establish and maintain a
1								formal style.
Descriptions	142	A 21- White a	4.0 T1	1	111			W 0 5 W:41-
Descriptive	Informational	A2b. Write a description of						_
Descriptive	Informational Writing	description of an event,	on Wiki 1/1/2011		Electronicall details to con	npare/co		some guidance and support
Descriptive	Informational	description of	on Wiki 1/1/2011 A2. Final		Electronicall	npare/co		some guidance and support from peers and
Descriptive	Informational Writing b. Descriptive B1. Writing	description of an event, object, or place using	on Wiki 1/1/2011 A2. Final Copy - electronically		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen
Descriptive	Informational Writing b. Descriptive B1. Writing Process	description of an event, object, or place using the writing process.	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen writing as
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision	description of an event, object, or place using the writing process. A2b.	on Wiki 1/1/2011 A2. Final Copy - electronically		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen writing as needed by
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing	description of an event, object, or place using the writing process. A2b. Research	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing Triats	description of an event, object, or place using the writing process. A2b. Research descriptive	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing	description of an event, object, or place using the writing process. A2b. Research	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing Triats d. Sentence	description of an event, object, or place using the writing process. A2b. Research descriptive pieces that	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing Triats d. Sentence Fluency	description of an event, object, or place using the writing process. A2b. Research descriptive pieces that model figurative language.	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing Triats d. Sentence Fluency e. Word	description of an event, object, or place using the writing process. A2b. Research descriptive pieces that model figurative language. B1. The	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	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
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing Triats d. Sentence Fluency e. Word	description of an event, object, or place using the writing process. A2b. Research descriptive pieces that model figurative language. B1. The entire writing	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	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
Descriptive	Informational Writing b. Descriptive B1. Writing Process d. Revision C1. Writing Triats d. Sentence Fluency e. Word	description of an event, object, or place using the writing process. A2b. Research descriptive pieces that model figurative language. B1. The	on Wiki 1/1/2011 A2. Final Copy - electronically photo essay		Electronicall details to con	npare/co	ontrast.	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

details, images to support thesis. B2d. Use teacher/peer review to revise verbal/written feedback.

Transitions from tense. C1d. Write sentences that vary in length, structure, and beginnings. C1d. Post electronically sentence strips for cutting and pasting. C1d. Use thoughtful and creative transitions between sentences and thoughts. C1d. Use figurative language. C1e. Use words

specific to the

topic.

(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) 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. 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) for a range of disciplinespecific tasks, purposes, and audiences. W.8.2a-Introduce a

topic clearly, previewing

varied transitions to		 		
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 W. 8. 2b-Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W. 8. 2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W. 8. 3a-Engags and orient the reader by establishing a context and point of view and introducing				what is to
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			and/or
			characters;
			organize an
			event sequence
			that unfolds
			naturally and
			logically.
			W.8.3b-Use
			narrative
			techniques,
			such as
			dialogue,
			pacing,
			description,
			and reflection,
			to develop
			experiences,
			events, and/or
			characters.
			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.
			W.8.3d-Use
			precise words
			and phrases,
			relevant
			descriptive
			details, and
			sensory
			language to
			capture the
			action and
			convey

			experiences
			and events.
			W.8.3e-Provide
			a conclusion
			that follows
			from and
			reflects on the
			narrated
			experiences or
			events.
			W.8.11-Create
			a presentation,
			art work, or
			text in response
			to a literary
			work with a
			commentary
			that identifies
			connections
			and explains
			divergences
			from the
			original.
			W.8.11b-
			Create poetry,
			stories, plays,
			and other
			literary forms
			(e.g. videos, art
			work).
			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

<u> </u>			 			standards
						1â€"3 above.) W.8.1c-Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.2d-Use precise language and domainspecific vocabulary to inform about cexplain the topic. W.8.2f-Provide a concluding statement or section that follows from and supports the information or explanation
Literary Response	A4. Functional Writing d. Writing About Reading: Literary Response B1. Writing Process	A4d. Write written response to literature, letter to the author, review. A4d. Analyze literature online.	A4. Confere 1/1/201 A4. Fina video review 1/1/201	ence 1 al -	A4d. SMARTboard	w.8.4-Produce clear and coherent writin in which the development, organization, and style are appropriate to task, purpose, and audience.
	b. Drafting C1. Writing Triats a.	A4d. Incorporate opinion, connection to				(Grade-specifi expectations for writing types are defined in

	Ideas/Content	text.		standards 1–3
	b.	B1. Edit on		above.)
	Organization	SMARTboard.		W.8.5-With
	c.	B1d. Create		some guidance
	Conventions	paragraph that		and support
		group related		from peers and
		ideas.		adults, develop
		B1d.		and strengthen
		Understand		writing as
		elements of		needed by
		fiction,		planning,
		setting,		revising,
		conflict,		editing,
		characters.		rewriting, or
		B1d. Identify		trying a new
		change in		approach,
		character,		focusing on
		chart through		how well
		post-its,		purpose and
		SMARTboard,		audience have
		graphic		been addressed.
		organizers, debate.		(Editing for conventions
				should
		C1a. Clearly communicate		demonstrate
		main points.		command of
		C1a. Provide		Language
		details that are		standards 1–3
		accurate and		up to and
		interesting.		including grade
		C1b. Use a		8 on page 52.)
		topic sentence		W.8.6-Use
		to focus a		technology,
		subject.		including the
		C1b. Create		Internet, to
		transitions		produce and
		between ideas		publish writing
		and		and present the
		paragraphs.		relationships
		C1c. Use		between
		correct verb		information and
		tense.		ideas efficiently
				as well as to
				interact and
				collaborate with
H				others.

				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.
				W.8.9-Draw
				evidence from
				literary or
				informational
				texts to support
				analysis,
				reflection, and
				research.
				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) for a
				range of
				discipline-
				specific tasks,
				purposes, and
				audiences.
				W.8.1a- Introduce
				claim(s),
				acknowledge
				acknowncuge

				and distinguish
				the claim(s)
				from alternate
				or opposing
				claims, and
				organize the
				reasons and
				evidence
				logically.
				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. W.8.1c-Use
				words, phrases,
				and clauses to
				create cohesion
				and clarify the
				relationships
				among claim(s),
				counterclaims,
				reasons, and
				evidence.
				W.8.1d-
				Establish and
				maintain a
				formal style.
				W.8.1e-Provide
				a concluding
				statement or
				section that
				follows from
				and supports the
				argument presented.
				W.8.2a-
]				vv .0.2a-

				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.
				W.8.2b-
				Develop the
				topic with
				relevant, well-
				chosen facts,
				definitions,
				concrete details,
				quotations, or
				other
				information and
				examples.
				W.8.2c-Use
				appropriate and
				varied
				transitions to
				create cohesion
				and clarify the
				relationships
				among ideas
				and concepts.
				W.8.2d-Use
				precise
				language and
				domain-specific
				vocabulary to
				inform about or
				explain the
				topic.
				1

				W.8.2e-
				Establish and
				maintain a
				formal style.
				W.8.2f-Provide
				a concluding
				statement or
				section that
				follows from
				and supports the
				information or
				explanation
				presented.
				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.
				W.8.3d-Use
				precise words
				and phrases,
				relevant
				descriptive
				details, and
				sensory
				language to
				capture the
				action and
				convey
				experiences and
				events.
				W.8.3e-Provide
				a conclusion
				that follows
				from and
				reflects on the
1				

				narrated
				experiences or
				events.
				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
				newâ€□).
				W.8.9b-Apply
				grade 8 Reading
				standards to
				literary
				nonfiction (e.g.,
				"Delineate
				and evaluate the
				argument and
				specific claims
				in a text,
				assessing
				whether the
				reasoning is
				sound and the
				evidence is
				relevant and
				sufficient;
				recognize when
				irrelevant evidence is
				introducedâ€□)
				W.8.11a-Make

				persona cultural and the connec across (W.8.11 poetry, plays, a literary (e.g. viework).	l, textua matic tions genres. b-Create stories, and othe forms deos, art
Persuasive	e. Persuasive letter to a business person B1. Writing Process a. Brainstorming/Prewriting C1. Writing Traits b. Organization d. Sentence Fluency	A2e. Provide a series of clear arguments or reasons to support the argument through video debate. A2e. Write and send letters to real audiences. A2e. Publish online. B1a. Use various oral and written brainstorming strategies. C1b. Provide details and examples that develop and support thesis. C1d. Use language to establish a point of view.	A2. Conference 1/1/2011 A2. Final 1/1/2011	clear a cohere writing which develo organizand sty approptask, p and au (Grade expect for writypes a defined standar lâe"3 W.8.5-some gand sur from p adults,	nt g in the pment, zation, yle are oriate to urpose, dience. e-specifi ations iting are d in rds above.) -With guidance pport eers and develop engthen g as d by ng, ng, ng, or a new ach,

how well purpose and audience have been address (Editing for conventions should demonstrate command of Language standards 1â€"3 up to a including grage 8 on page 52
audience hav been address (Editing for conventions should demonstrate command of Language standards 1â€"3 up to a including gra 8 on page 52
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Language standards 1–3 up to a including gra 8 on page 52
standards 1–3 up to a including gra 8 on page 52
1–3 up to a including gra 8 on page 52
including gra 8 on page 52
W.8.6-Use technology,
including the
Internet, to
produce and
publish writi
and present t
relationships
between
information
and ideas
efficiently as
well as to
interact and
collaborate
with others.
W.8.10-Writ
routinely over
extended tim
frames (time
for research,
reflection, an
revision) and
shorter time
frames (a
single sitting
a day or two)
for a range of
discipline-
specific tasks
purposes, and
audiences.

				W.8.1a-
				Introduce
				claim(s),
				acknowledge
				and distinguish
				the claim(s)
				from alternate
				or opposing
				claims, and
				organize the
				reasons and
				evidence
				logically.
				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.
				W.8.1c-Use
				words, phrases,
				and clauses to
				create cohesion
				and clarify the
				relationships
				among
				claim(s),
				counterclaims,
				reasons, and
				evidence.
				W.8.1d-
				Establish and
				maintain a
				formal style.
				W.8.1e-Provide
				a concluding
<u> </u>				statement or

				section that
				follows from
				and supports
				the argument
				presented.
				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
				W.8.2b-
				Develop the
				topic with
				relevant, well-
				chosen facts,
				definitions,
				concrete
				details,
				quotations, or
				other
				information
				and examples.
				W.8.2c-Use
				appropriate and
				varied
				transitions to
				create cohesion
				and clarify the
				relationships
				among ideas

					and concepts. W.8.2d-Use precise language and domain-specific vocabulary to inform about o explain the topic. W.8.2e-Establish and maintain a formal style. W.8.2f-Provide a concluding statement or section that follows from and supports the information or explanation presented.
Poetry	Writing a. Poetry B1. Writing Process b. Drafting c. Revising C1. Writing Triats c. Voice	A3a. Write a poetic text in response to another poem. B1b. Use words that show not tell. B1c. Write sucessive drafts to show substantial revisions. B1c. Use repetition, refrain and rhythm. C1a. Share thoughts, feelings, inner conflict, convictions. C1a. Write	A3. Conference 1/1/2011 A3. Final Copy 1/1/2011	A3a. Wordle C1a. Podcasts	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 1â€"3 above.) W.8.5-With some guidance and support from peers and

	with a	adults, develop
	cadence that	and strengthen
	demonstraits	writing as
	the	needed by
	individualistic	planning,
	style of the	revising,
	writer.	editing,
	C1a. Read	rewriting, or
	aloud/video.	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 on page 52.) 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.
		W.8.10-Write
		routinely over
		extended time
		frames (time
11		

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.
				W.8.1a-
				Introduce
				claim(s),
				acknowledge
				and distinguish
				the claim(s)
				from alternate
				or opposing
				claims, and
				organize the
				reasons and
				evidence
				logically.
				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.
				W.8.1c-Use
				words, phrases,
				and clauses to
				create cohesion
				and clarify the
				relationships
				among

					claim(s),
					counterclaims,
					reasons, and
					evidence.
					W.8.1d-
					Establish and
					maintain a
					formal style.
					W.8.1e-Provide
					a concluding
					statement or
					section that
					follows from
					and supports
					the argument
					presented.
					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
					W.8.2b-
					Develop the
					topic with
					relevant, well-
					chosen facts,
					definitions,
					concrete
					details,
					quotations, or
l'	ı.	·	t.		' '

					other
					information
					and examples.
					W.8.2c-Use
					appropriate and
					varied
					transitions to
					create cohesion
					and clarify the
					relationships
					among ideas
					and concepts.
					W.8.2d-Use
					precise
					language and
					domain-
					specific vocabulary to
					inform about or
					explain the
					topic.
					W.8.2e-
					Establish and
					maintain a
					formal style.
					W.8.2f-Provide
					a concluding
					statement or
					section that
					follows from
					and supports
					the information
					or explanation
					presented.
					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
_	1	 I.			

						relationships among experiences and events. W.8.3d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.11b-Create poetry, stories, plays, and other literary forms (e.g. videos, ar
Compare/Con Essay	b. Draftc. Revised. Edite. Publish	/Contrast compideas steps proces m/Prewrite B1d. C1a. compoint ch cing Triats cization public essay component compon	Peer edit. Clearly municate main ts. Put like ideas	A4. Graphic Organizer (venn/t- chart) 1/1/2011 A4. Final Copy 1/1/2011	iPads, Wiki,	work). 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 1â€"3 above.) 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
		(Editing for
		conventions
		should
		demonstrate
		command of
		Language
		standards
		1–3 up to and
		including grade
		8 on page 52.) 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.
		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)
			for a range of
			discipline-
			specific tasks,
			purposes, and
			audiences.
			W.8.1a-
			Introduce
			claim(s),
			acknowledge
			and distinguish
			the claim(s)
			from alternate
			or opposing
			claims, and
			organize the
			reasons and
			evidence
			logically.
			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.
			W.8.1c-Use
			words, phrases,
			and clauses to
			create cohesion
			and clarify the
			relationships
1'		 '	, .

			among
			claim(s),
			counterclaims,
			reasons, and
			evidence.
		I	W.8.1d-
		I	Establish and
		I	maintain a
			formal style.
			W.8.1e-Provide
		I	a concluding
			statement or
		I	section that
		I	follows from
		I	and supports
			the argument
			presented. W.8.2a-
			Introduce a
		I	
			topic clearly,
			previewing
			what is to
			follow;
			organize ideas,
			concepts, and
		I	information
			into broader
			categories;
			include
			formatting
			(e.g.,
			headings),
			graphics (e.g.,
			charts, tables),
			and multimedia
		I	when useful to
			aiding
			comprehension
		I	W.8.2b-
			Develop the
			topic with
			relevant, well-
			chosen facts,
			definitions,
			concrete
			details,

		quotations, or
		other
		information
		and examples.
		W.8.2c-Use
		appropriate and varied
		transitions to
		create cohesion
		and clarify the
		relationships
		among ideas
		and concepts.
		W.8.2d-Use
		precise
		language and
		domain-
		specific
		vocabulary to
		inform about or
		explain the
		topic.
		W.8.2f-Provide
		a concluding
		statement or
		section that
		follows from
		and supports
		the information
		or explanation
		presented.
		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.
		10510u11y.

		W.8.3b-Use
		narrative
		techniques,
		such as
		dialogue,
		pacing,
		description,
		and reflection,
		to develop
		experiences,
		events, and/or
		characters.
		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.
		W.8.3d-Use
		precise words
		and phrases,
		relevant
		descriptive
		details, and
		sensory
		language to
		capture the
		action and
		convey
		experiences
		and events.
		W.8.3e-Provide
		a conclusion
		that follows
		from and
		reflects on the

					narrated experiences or events.
Writing Full Work of the Control of	unctional /riting Test /riting 1. Writing rocess Revising 1. Writing riats Ideas onventions	A1c. Analyze prompt in groups to determine purpose, audience and genre, share with class. A1c. Write concisely to the directions of the question/prompt, reconstruct directions. A4c. Use technology including online tools. B1c. Edit for word suitability, precise meanings. B1c. Peer review, edit for cadence in sentences. C1a. Collaboratively discuss appropriate ideas. C1a. Use sensory details that show rather than tell. C1a. Engage the reader with ideas that show strong knowledge of the topic. C1f. Revise for	A4. Constructe Response 1/1/2011	ed	W.8.4-Produce clear and coherent writin in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types a defined in standards 1â€" above.) 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 howell purpose a audience have been addressed (Editing for conventions should demonstrate command of Language standards 1â€" up to and including grad

appropriate		on page 52.)
punctuation and		7.8.6-Use
spelling.		chnology,
jop villing.		cluding the
		nternet, to
		roduce and
		ublish writing
		nd present the
		elationships
		etween
		formation and
		leas efficiently
		s well as to
		teract and
		ollaborate with
		thers.
		7.8.10-Write
		outinely over
		ktended time
		ames (time for
		esearch,
		eflection, and
		evision) and
		norter time
		ames (a single
		tting or a day
		two) for a
		inge of
		scipline-
		pecific tasks,
		urposes, and
		idiences.
		7.8.1a-
		itroduce
		aim(s),
		cknowledge
		nd distinguish
		e claim(s)
		om alternate or
		pposing claims,
		nd organize the
		easons and
		vidence
		gically.
		7.8.1b-Support
	cl	aim(s) with

				logical
				reasoning and
				relevant
				evidence, using
				accurate,
				credible sources
				and
				demonstrating
				an
				understanding of
				the topic or text.
				W.8.1c-Use
				words, phrases,
				and clauses to
				create cohesion
				and clarify the
				relationships
				among claim(s),
				counterclaims,
				reasons, and
				evidence.
				W.8.1d-
				Establish and
				maintain a
				formal style.
				W.8.1e-Provide
				a concluding
				statement or
				section that
				follows from
				and supports the
				argument
				presented. W.8.2d-Use
				precise language and domain-
				specific
				vocabulary to
				inform about or
				explain the
				topic.
				W.8.2e-
				Establish and
				maintain a
				formal style.
				W.8.3a-Engage
				Diiguge

	 			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.
				W.8.3b-Use
				narrative
				techniques, such
				as dialogue, pacing,
				description, and
				reflection, to
				develop
				experiences, events, and/or
				characters.
				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.
				W.8.3d-Use
				precise words
				and phrases,
				relevant
				descriptive
				details, and

				sensory
				language to
				capture the
				action and
				convey
				experiences and
				events.
				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
				newâ€□).
				W.8.9b-Apply
				grade 8 Reading
				standards to
				literary
				nonfiction (e.g.,
				"Delineate
				and evaluate the
				argument and
				specific claims
				in a text,
				assessing
				whether the
				reasoning is
				sound and the
				evidence is
				relevant and
				sufficient;
				recognize when
\perp				

				irrelevant evidence is introducedâ€□]
Multi- Genre	B1. Writing Process a. Brainstorm/Prewrite b. Draft c. Revise d. Edit e. Publish C1. Writing Triats b. Organization c. Voice d. Sentence Fluency g. Presentation	pieces of text in different genres appropriate to	A5. Conference 1/1/2011 A5. Final Copy 1/1/2011	W.8.4-Producter 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 1â€"3 above. W.8.5-With some guidance and support from peers an adults, develoand strengthe writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addresse (Editing for conventions should demonstrate

	introduct		Language
	aloud to p		standards
	electronic	cally.	1–3 up to and
			including grade
			8 on page 52.)
			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.
			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.
			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.
				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)
				for a range of
				discipline-
				specific tasks,
				purposes, and
				audiences.
				W.8.1c-Use
				words, phrases,
				and clauses to
				create cohesion
				and clarify the
				relationships
				among
				claim(s),
				counterclaims,
				reasons, and
				evidence.
				W.8.2a-
				Introduce a
				topic clearly,
	<u> </u>			pro crearry,

				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 W.8.2b-
				Develop the topic with relevant, well-chosen facts, definitions, concrete
				details, quotations, or other information and examples. W.8.2c-Use appropriate and
				varied transitions to create cohesion and clarify the relationships among ideas and concepts.
				W.8.2e- Establish and maintain a formal style. W.8.3c-Use a variety of transition

								words, pand claused convey sequence signal slatfrom on frame of to anoth show the relations among experient and even	ee, hifts e time r setting er, and e ships		
S e p t e m b e r	READING/WRITING STRATEGIES*										
	Essential Content Skills		Vocabular	y Assessments	Lessons	Resources	Standards				
		Narrative Writing: Personal Narrative	organize ideas write with fluency express voice								