Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

W. 8. 1 — Write arguments to support claims with clear reasons and relevant evidence.

CCR Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Components W.8.1.a-f

a. Establish a clear thesis statement to present an argument.

b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the argument presented.

Extended Understanding

Anticipate the audience's knowledge level and concerns through claim and counterclaims

Academic Vocabulary/Language

-ABTATO, PETs, TOO (or comparable organizational structures for writing arguments with developed intros, bodies, and conclusions)
-accurate   -acknowledge
-analyze/analysis   -argument
-cite
-claim/counterclaim
-clarify   -clauses
-cohesion   -credible
-demonstrate   -establish
-formal style   -inference
-logos/pathos/ethos   -maintain
-phrases
-reasons
-relevant
-textual evidence
-thesis statement
-warrant

ULTIMATE LEARNING TARGET TYPE: PRODUCT

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGET:
The student can write arguments to support claims with clear reasons and relevant evidence.

Underpinning Knowledge Learning Targets:
The student can define, identify, and use thesis statement, argument, claim, warrant, and counterclaim.
The student can recognize and use strategies and techniques for introducing, organizing, and concluding arguments.
The student can recognize and use strategies and techniques for supporting claims, acknowledging and opposing counterclaims, and creating cohesion and clarification among claims, counterclaims, reasons, and evidence.

Underpinning Reasoning Learning Targets:
The student can evaluate information to create a thesis statement to guide an argument.
The student can analyze the accurateness and credibility of sources and evaluate the clarity, logic, and relevance of reasons and evidence.
The student can distinguish between formal and informal writing styles and use formal style in argument writing.
The student can distinguish between logos, pathos, and ethos; and use logical reasoning for argument writing.
The student can demonstrate an understanding of a topic/text through argument writing.

Underpinning Product Learning Targets:
The student can craft thesis statements, introductions, bodies, and conclusions for argument writing.
The student can use correct MLA format formatting papers, in-text citations, and works cited pages.

Question Ideas

Argumentation/Analysis: After researching ___ (informational texts) on ___ (content), write a/an __ (essay or substitute) that argues your position on ___ (content). Support your position with evidence from your research.

[Insert question] After reading ___ (literature or informational texts) write a/an __ (essay or substitute) that addresses the question and support your position with evidence from the text.

Argumentation/Comparison: After researching ___ (informational texts) on ___ (content), write a/an __ (essay or substitute) that compares ___ (content) and argues ___ (content). Support your position with evidence from the texts.

[Insert question] After reading ___ (literature or informational texts) write a/an __ (essay or substitute) that compares ____ (content) and argues ___ (content). Support your position with evidence from the texts.

Argumentation/Evaluation: After researching ___ (informational texts) on ___ (content), write a/an __ (essay or substitute) that discusses ___ (content) and evaluates ___ (content). Support your position with evidence from your research.

[Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from the texts.

Argumentation/Problem-Solution: After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution. Support your position with evidence from your research.

[Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution _____ (content). Support your position with evidence from the text(s).

Argumentation/Cause-Effect: After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues the causes of _____ (content) and explains the effects _____ (content). What _____ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

[Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues the causes of _____ (content) and explains the effects _____ (content). What _____ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

WRITEON! Three-part Writing Framework This framework is found **HERE** (pages 37-39) is presented in three (3) parts and includes graphic organizers to guide students through the writing process, as well as rubrics to formatively assess their understanding. Ultimately, it provides resources to assist teachers in integrating argumentative or informative/explanatory writing into their daily instruction in meaningful ways, especially for students who struggle with writing.

Book Bracket Battle This strategy is used to gain student motivation toward argumentative writing. A Book Battle requires students to choose a book they have recently read to battle, March-Madness style, against another classmate who has read the same or similar text. The genre that students choose does not matter, as the focus is students' passion toward their selection. At the start of the battle, students are given three minutes to construct an argument as to why their book is the best book to read. Students use note cards to draft talking points for their argument. However, students should be advised to save some of their evidence (talking points) for the next round if they win round one. Next, students are given two minutes to present their argument to the class. Dr. Wilfong recommends using **Poll Everywhere** as a way to incorporate technology to select a winner. After round one is complete, the winners work to construct their second argument related to the book. Students who did not win in the first-round partner up with winners for round two. (Wilfong, Lori G. *Writing Strategies That Work: Do This, Not That*. Ch. 10. New York: Routledge, 2015. Print.)
To get a step-by-step plan of implementing argumentative writing in your class, visit https://www.cultofpedagogy.com/persuasive-writing/.

Standardized Test Sample Question Stems

Are organic foods worthwhile? Write a multi-paragraph response in which you make and support a claim about whether or not organic foods are worthwhile. Your response must be based on ideas and information that can be found in the passages. Manage your time carefully so that you can: review the passages; plan your response; write your response; and revise and edit your response. Be sure to: include a claim; address counterclaims; use evidence from multiple passages; and avoid overly relying on one passage.

W.7.1 (Prior Grade Standard)	W.9-10.1 (Future Grade Standard)
Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** a. Establish a clear and thorough thesis to present an argument. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

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.

CCR Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Components W.8.2.a-g

a. Establish a clear thesis statement to present information.
b. 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 to aid comprehension, if needed
c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Establish and maintain a formal style.
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Understanding

-MLA Formatting for in-text citations and works cited pages

Academic Vocabulary/Language

-ABTATO, PETs, TOO (or comparable organizational structures for writing informative/explanatory text with developed intros, bodies, and conclusions)
-analyze/analysis   -cite
-clarify   -cohesion
-concepts   -concrete
-convey   -credible
-demonstrate   -develop
-domain-specific/tier three vocab
-establish   -examine
-informative/explanatory text
-maintain   -multimedia
-organizational strategies (definition, classification, comparison/contrast, cause/effect)   -precise
-preview   -relevant
-thesis statement   -topic
-transitions

ULTIMATE LEARNING TARGET TYPE: PRODUCT	**BROAD LEARNING TARGET:**
	The student can write informative/explanatory texts that examine topics and convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content.

Underpinning Knowledge Learning Targets:

The student can define, identify, and use thesis statements, cohesive and varied transitions, precise language, and domain-specific vocabulary.

The student can recognize and use strategies and techniques for introducing (including previewing), organizing (definition, classification, comparison/contrast, cause/effect, etc.), and concluding informative/explanatory texts that examine topics and convey ideas, concepts, and information on that topic.

Underpinning Reasoning Learning Targets:

The student can analyze the credibility of sources and relevant content for informative/explanatory topics.

The student can distinguish between formal & informal writing styles and use formal style in informative/explanatory writing.

The student can demonstrate an understanding of a topic through development of the topic with relevant, well-chosen, facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory writing.

Underpinning Product Learning Targets:

The student can craft thesis statements, introductions, bodies, and conclusions for informative/explanatory writing.

The student can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of informative/explanatory texts.

The student can use correct MLA format for in-text citations and works cited pages.

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12
(CAREER CONNECTIONS)

Question Ideas

Definition: After researching ___ (informational texts) on ___ (content), write a __ (report or substitute) that defines ___ (term or concept) and explains ___ (content). Support your discussion with evidence from your research.

Description: After researching ___ (informational texts) on ___ (content), write a __ (report or substitute) that describes ___ (content). Support your discussion with evidence from the your research.

Procedural/Sequential: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that relates how ___ (content). Support your discussion with evidence from your research.

After researching ___ (informational texts) on ___ (content), developing a hypothesis, and conducting an experiment examining ___ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion(s) can you draw?

Synthesis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that explains ___ (content). What conclusions or implications can you draw? Cite at least ___ (#) sources, pointing out key elements from each source.

Analysis: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that analyzes ___ (content), providing evidence to clarify your analysis. What ___ (conclusions or implications) can you draw?

Comparison: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that compares ___ (content).

Cause/Effect: After researching ___ (informational texts) on ___ (content), write a ___ (report or substitute) that examines causes of ___ (content) and explains effects _____ (content). What conclusions or implications can you draw? Support your discussion with evidence from your research.

Ohio's Learning Standards Appendices Support

Appendix C *Samples of Student Writing:* Examples of Grade 8 Informative/Explanatory writings with annotations can be found on pages 47-51.

Ohio Department of Education Model Curriculum Strategies and Resources

WRITEON! Three-part Writing Framework This framework is found **HERE** (pages 37-39) is presented in three (3) parts and includes graphic organizers to guide students through the writing process, as well as rubrics to formatively assess their understanding. Ultimately, it provides resources to assist teachers in integrating argumentative or informative/explanatory writing into their daily instruction in meaningful ways, especially for students who struggle with writing.

Pre-Writing Activity When writing an informational essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas.

Standardized Test Sample Question Stems

You have been asked to write an informational article on Machu Picchu for a website that focuses on travel to places of historical interest. Write an article that explains to tourists the significance of Machu Picchu as a travel destination. Your article must be based on ideas and information that can be found in the "Machu Picchu" passage set.

W.7.2 (Prior Grade Standard)	W.9-10.2 (Future Grade Standard)
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** a.
a. Establish a thesis statement to present information. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports	Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

W. 8. 3 **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

CCR Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Components W.8.3.a-e

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.

*Extended Understanding

-Extend a short narrative into a novella or novel

Academic Vocabulary/Language

-action   -analyze   -capture
-characters/characterization
-clauses   -context
-convey   -detail
-develop   -elaborate
-elements of plot (exposition, rising action, climax, falling action, denouement, resolution, conflict, protagonist/antagonist, etc.)
-elements of prose (diction, syntax, imagery, figurative language, style, theme, tone, etc.)
-engage   -establish   -event
-illustrate   -interact   -narrative
-narrative techniques (dialogue, pacing, description, flashback, foreshadow, framing device, shift, reflection, point of view, etc.)
-narrator   -orient
-phrases   -point of view
-precise   -reflection
-relevant   -sensory language
-sequence   -setting
-signal   -transition   -unfold

ULTIMATE LEARNING TARGET TYPE: **PRODUCT**	**BROAD LEARNING TARGET:** The student can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **Underpinning Knowledge Learning Targets:** The student can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), and narrative techniques (dialogue, flashback, pacing, description, reflection . . .). The student can define, identify, and use a variety of transitional words, phrases, and clauses to connect sequences of events, shifts in time, changes in settings, and relationships among experiences and events. The student can define, identify, and use grade-level appropriate vocabulary and figurative language to capture actions and convey experiences and/or events.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**Underpinning Reasoning Learning Targets:** The student can engage and orient the reader by establishing a context, providing a point of view, and introducing a narrator and/or characters. The student can organize an event sequence that unfolds naturally and logically. The student can provide a conclusion that follows from and reflects on the narrated experiences or events.

Question Ideas

How would you sequence the progression of the _____ event in your narrative?

How will you introduce your character? How will your character/narrator evolve with the elaboration of the narrative?

What are the three main events that will happen in your narrative? What ideas, characters, experiences will connect them?

In your narrative, who is speaking? What point of view will you use? What is the setting?

Narrative/Description: After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content). **L2** Use ____ (stylistic devices) to develop a narrative. **L3** Use ____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content). **L2** Use _____ (stylistic devices) to develop a narrative effect in your work. **L3** Use _____ (techniques) to convey multiple storylines.

Narrative/Sequential: After researching _____ (informational texts) on_____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content). **L2** Use _____ (stylistic devices) to develop your work. **L3** Use _____ (techniques) to convey multiple storylines.

[Insert question] After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) that relates _____ (content). **L2** Use _____ (stylistic devices) to develop your work.

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: An example of a Grade 8 Narrative writing with annotations can be found on pages 52-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Writing Science Fiction Based on integrating science content and writing, students create a narrative about Earth's interior and the behavior of seismic waves. The narrative should Include characters, plot development, and at least three pieces of evidence about how scientists have interpreted environmental conditions. Students can create a story through an online program, such as StoryJumper, that allows students to create free eBooks, which they can then share with their peers, as well as students in other schools.

Perspective Writing In the drama, *The Diary of Anne Frank*, students are asked to pick a scene from the play and rewrite it from the viewpoint of a character other than Anne in first person point of view. Students are asked to analyze the character's traits, consider how other characters view their character, and consider the character's limitations or strengths. These considerations should be used when writing. Lastly, they are to follow the plot line that is given and make sure to describe the scene and events using sensory language. The mood and tone should be consistent with the play. Students should also take on the voice of their chosen character. Students are reminded that they have the power to show their audience a character reacting to a situation in their point of view and not the eyes of Anne Frank. Students can create a story through an online program that allows students to create free eBooks, which they can then share with their peers and students in other schools. Introduce this skill by using familiar stories such as "The Three Little Pigs" and rewritten stories. This strategy can be used with any play.

Standardized Test Sample Question Stems

In the passage, a historical account of the Trail of Tears has been introduced. Think about the sequence of events that occurred after the U.S. government took control and share these events in a well-written narrative description. Compete this historical account, and discuss the Native Americans journey known as the Trail of Tears. In your narrative, be sure to use accurate details from what you have learned about these events as you explain what happens next.

W.7.3 (Prior Grade Standard)	W.9-10.3 (Future Grade Standard)
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, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 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.	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

W. 8. 4 **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

CCR Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Understanding
-Identify and understand writing task, purpose, and audience
-Produce clear and coherent writing through development, organization, and style
-Match development, organization, and style of writing to task, purpose, and audience

***Extended Understanding**
-Produce clear and coherent writing that addresses multiple tasks, purposes, and/or audiences

Academic Vocabulary/Language

-analyze
-appropriate
-clear
-coherent
-determine
-development (analysis, synthesis, summary, evaluative, etc.)
-organization (causation, narration, sequential, descriptive, comparison, etc.)
-purpose (to inform, argue, defend, etc.)
-style (formal, informal, diction, syntax, mood, tone, figurative language, patterns, repetitions, etc).
-task
-writing types (argument, informational/expository, narrative, etc.)

ULTIMATE LEARNING TARGET TYPE: PRODUCT

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
The student can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Underpinning Knowledge Learning Targets:

The student can identify and understand varied writing tasks, purposes, and audiences.

The student can identify and understand varied methods of writing development, organization, and style.

Underpinning Reasoning Learning Targets:

The student can determine the writing task, purpose, and audience.

The student can match varied methods of development, organization, and style of writing to varied tasks, purposes, and audiences.

Question Ideas

Underline all of the tasks listed in the essay prompt. How many tasks are there? What is the best organizational structure to use in an essay that addresses this prompt?

Is the prompt calling for analysis, synthesis, or evaluation?

Who will be the audience for this piece of writing? How will you adjust your style to accommodate the audience?

The purpose of this writing is to defend a position. What writing type will you use: informational/explanatory, narrative, or argument?

How will you use word choice (diction) to impact the audience?

Read through your draft of the argument paper. Have you chosen the right organizational pattern to maximize the effect on an audience of eighth graders?

What would you change if you were to rewrite the narrative for an audience of third graders?

After reading the prompt, list the purpose for the writing called for in the prompt.

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

T.A.P.E. In order to encourage students to read an entire prompt and writing the piece correctly, they must break down the prompt to determine the Task, Audience, Purpose, and Evidence Area.
Task: The type of writing you are asked to do. [Letter, Essay, Editorial, Speech, Interview…]
Audience: The person/people you are writing to. [Teacher, community, parent…]
Purpose: The reason you are writing. [To argue, explain, narrate, inform….]
Evidence Area: The focus area for which you will pull evidence.

W.7.4 (Prior Grade Standard)	W.9-10.4 (Future Grade Standard)
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

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.

CCR Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Component
-Demonstrate command of grade-level language standards (L.8.1-3)

Essential Understanding
-Use planning templates to develop and strengthen writing
-Use revising and editing techniques to develop and strengthen writing
-Rewrite or try a new approach to develop and strengthen writing
-Understand and analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing
-Identify and understand writing task, purpose, and audience
-Plan, revise, edit, rewrite, or try a new approach to strengthen focus on purpose and audience

Academic Vocabulary/Language
-analyze
-approach
-audience
-develop
-diction
-editing
-guidance
-organizational structure (chronological, comparison, cause/effect, problem/solution, etc.)
-peers
-planning
-purpose
-revising
-rewriting
-sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.)
-strengthen
-syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure, etc.)
-style

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
The student can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.

The student can strengthen how well purpose and audience have been addressed in his/her writing.

Underpinning Knowledge Learning Targets:
The student can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.

Underpinning Reasoning Learning Targets:
The student can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing.

The student can determine the writing purpose and audience.

Underpinning Skill Targets:
The student can demonstrate command of grade-level language standards (L.8.1-3).

Question Ideas

Use the editing sheet to help you edit for grammar, mechanics, usage, and spelling. When you can put a check beside all 15 items, you are ready to rewrite your draft into a final copy. Practice any areas where you made several errors on Quill or No Red Ink.

Use the editing sheet to help you edit for theme, style, and organization. When you can put a check beside all 10 items, you are ready to rewrite your draft into a final copy.

Edit/revise by using the STAR or CUPS & ARMS technique.

Use the graphic organizer to outline your essay. Begin writing your essay when your plan is complete.

Analyze the introduction. Does it grab attention? Give background? Give the thesis? Give the organizational pattern for the paper? If you answered no to any of these, revise your introduction.

What is the purpose for your essay? How well does your essay convey that purpose?

Who is the audience for this essay? What does this audience expect? How well does your essay address that audience?

How does the sentence, paragraph, chapter, or section fit into the overall structure of _____? If it doesn't follow, consider revising it?

Analyze the text structure and explain why you chose to write it this way.

How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?

What types of sentences did you use? How do they help with idea development? If they do not help, consider revising or editing them.

Describe the syntax of your writing. How do your syntactical choices affect the overall text structure? Does your syntax need elevated?

Use the ABTATO, PETs, TOO strategy to plan and organize your essay.

Highlight your paper using color coding, e.g. yellow for claims, pink for supports, etc. Note any missing elements and add them. Note any extra sentences and delete them.

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Color-Coded Revision Students highlight a specific aspect of their text using colors assigned to individual categories. For example, have students highlight their thesis in yellow and their supporting evidence in pink. This can be expanded to include aspects of grammar, different parts of the essay, elements of a narrative, and/or organizational structure. Color-coded revision can be used for self-evaluation or peer review. Teach students to read the text they are editing four times--once for punctuation, spelling, grammar, and again for content. Focusing on just one aspect at a time and rereading will help students find more of the errors.

Utilize a Professional Students will brainstorm and then research the characteristics and skills of a quality employee (e.g. Career Ready Practices or Life and Career Skills). For their pre-writing activity, students will choose three to five of these ideas to focus their key idea statements, which will serve as the structure of their essay. Utilize an online platform to publish the writing and invite a Human Resources professional to comment to share their expectations of quality applicants. Students will realize the skills expected to be demonstrated during job interviews and in the workplace.

Teacher Modeling Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled repeatedly. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

W.7.5 (Prior Grade Standard)	W.9-10.5 (Future Grade Standard)
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.	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

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.

CCR Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Understanding
-Understand how to access and use technology, including the Internet, Google suite, e-mail, and social & academic media sites for research, communication, presentation, and collaboration
-Understand how to access and use word processing, communication, collaboration, and presentation software/online sites for formatting, producing, and publishing writing
-Know how to link, download, save, upload, share, and attach varied formats of files and sources
-Demonstrate keyboarding skills
-Cite sources in-text and on works cited pages using MLA formatting

Academic Vocabulary/Language
-academic media   -access
-cite   -collaborate
-communication   -demonstrate
-download/upload/attach/share
-e-mail   -formatting
-Google (docs/forms/sheets/slides/classroom)
-interact   -Internet
-link/hyperlink   -MLA Format
-present   -produce
-publish   -research
-social media   -technology
-word processing

ULTIMATE LEARNING TARGET TYPE: SKILL	**BROAD LEARNING TARGETS:** The student can use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others. The student can use technology, including the Internet, to present the relationship between information and ideas efficiently.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**Underpinning Knowledge Learning Targets:** The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating with others, presenting relationships between information and ideas, and formatting/producing/publishing writing. The student can understand and use MLA formatting for page set-up, in-text citations, and works cited pages. **Underpinning Skill Learning Targets:** The student can download, save, upload, attach, share, and link varied formats of files and sources.

Question Ideas

Which of the following papers is correctly formatted using MLA style?

WRITE A FIVE TO SEVEN PAGE RESEARCH PAPER WITH AT LEAST **FOUR** SOURCES **AND** PRODUCE A FIVE-MINUTE MULTIMEDIA PRESENTATION ON ONE OF THE FOLLOWING TOPICS (A OR B):

A. Explore the **Feminist Movement** from the 1960s to now. Include important people, organizations, and events. Include Feminist literature (Sylvia Plath, Anne Sexton, Sonia Sanchez, Adrienne Rich) and Feminist art (*Black Venus* by Niki De Saint Phalle, *The Dinner Party* by Judy Chicago, *Tree of Life* by Ana Mendieta, *Untitled #276* by Cindy Sherman, and *Your Body is a Battleground* by Barbara Kruger). Decide what is the most important event, work of literature, or piece of art in the movement's history and explain why it is the most important to humanity.

B. Explore global **Literary Movements** in the Information Age: Postmodernism (Vaclav Havel), Magic Realism (Gabriel Garcia Marquez), Social Conscience Literature (Gary Snyder, Wislawa Szymborska, Salman Rushdie), Docufiction (Winston Groom's *Forrest Gump*), Hint Fiction (Hannah Craig), and Science Fiction (Ray Bradbury). Describe each movement, its originators, and sample authors/works. Decide which is the most important literary movement of the time period (c. 1950-present) and explain why it is the most important to humanity.

Prepare an MLA-formatted annotated bibliography on a shared Google doc with the electronic sources your group plans to use in your paper.

After choosing your living hero, send him/her a Google Form with questions that you need answered to produce a quality essay.

Use the class Facebook page/Google Classroom to give two thoughts concerning today's learning target. Then, add a link to a source that can be used to address the question of the day.

With your partner, produce a three-page paper on the topic, updating your draft using research from the Internet on a shared Google doc.

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Online Peer Conferencing Community To support revising and editing, students are able to post their work in an online setting and offer feedback to one another. Teachers may choose to use a variety of formats, such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

W.7.6 (Prior Grade Standard)	**W.9-10.6 (Future Grade Standard)**
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

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.

CCR Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Understanding
-Identify, research, and integrate information from several sources to answer a research question
-Conduct research projects for teacher-given and self-generated questions
-Generate original research questions and additional related, focused questions based upon analysis of research findings that allow for multiple avenues of exploration
*Extended Understanding
-Use findings from short research projects (teacher-given and self-generated) to participate in Socratic seminars

Academic Vocabulary/Language
-analyze
-appropriate
-avenues of exploration
-conduct
-compare/contrast
-draw
-exploration
-generate
-inquiry
-integrate
-investigate
-issue
-media
-pertinent
-refocus
-research question
-self-generated   -several
-several   -summarize
-synthesize   -topic

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:

https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
 The student can conduct short research projects to answer a teacher-given or self-generated question, drawing on several sources.
 The student can generate additional related, focused questions that allow for multiple avenues of exploration in short research projects.

Underpinning Knowledge Learning Targets:
The student can identify information pertinent to an inquiry gained through researching several sources.

Underpinning Reasoning Learning Targets:
The student can generate original research questions for short research projects.

The student can integrate information pertinent to an inquiry gained through researching several sources.

Underpinning Skill Learning Targets:
The student can demonstrate proficient use of research skills.

The student can craft inquiry questions.

Question Ideas

What information on the question is presented in each of the sources? What additional question could be asked to take the inquiry deeper?

Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source. What do you still need to know? Write an additional question to address what you still need to know on the topic.

After summarizing the article, generate a research question that will address one of the topics in the article. Then conduct more research to find the answer using at least three different avenues of exploration.

List three possible answers to the question and cite the sources you used to find them.

After researching _____ (informational texts and media), write a one-page report that describes _____ (topic or issue).

After reading/experiencing three digital/print sources on _____, write a three-paragraph essay that integrates your findings and is supported by textual citations.

Using several sources, answer this question: What connections can be made between *The Taming of the Shrew* and "Still I Rise"? If you have difficulty finding enough resources when you research, refocus the question in a different direction and try again.

Ohio's Learning Standards Appendices Support

Appendix C *Samples of Student Writing:* Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Cross Curricular Research Ideas This strategy allows students to pick research topics from different subject areas, such as science or history. They also may find interest in these areas by broadening the research field. There are examples below.
• Research one specific area of the world and how plate tectonics impacts various aspects of life.
• Pick a specific environment and describe how the living organisms are specialized to that area.
 • Research the professional relationships of two political figures in early America and tell how they helped shape our country.

W.7.7 (Prior Grade Standard)	W.9-10.7 (Future Grade Standard)
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

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.

CCR Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Understanding
- -Identify and gather relevant information from print and digital sources
- -Use search terms effectively
- -Assess the credibility and accuracy of sources
- -Quote and paraphrase data and conclusions from others without plagiarizing
- -Use MLA formatting for page set-up, in-text citations, and works cited pages

*Extended Understanding
- -Use meta search engines effectively

Academic Vocabulary/Language

- -accuracy
- -assess
- -avoid
- -bibliographic information
- -cite
- -conclusion
- -credibility
- -data
- -digital sources
- -gather
- -MLA formatting
- -paraphrase
- -plagiarism   -print sources
- -quote   -relevant

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGETS:** The student can gather relevant, accurate, and credible information from print and digital sources by determining effective search terms. The student can avoid plagiarism when quoting and paraphrasing the data and conclusions of others. The student can cite bibliographic source information for in-text citations and on works cited pages using MLA format.
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**Underpinning Knowledge Learning Targets:** The student can define and identify plagiarism, credibility, and accuracy. **Underpinning Reasoning Learning Targets:** The student can analyze information from text and present the findings in their own words. The student can assess the accuracy and credibility of sources. The student can assess the relevance of information from print and digital sources.

Question Ideas

Teach students explicitly what plagiarism is and how to make sure their writing does not include it. This website gives 5 simple exercises for teachers to explicitly teach students how to avoid plagiarism; instead of just telling them "not to do it". Visit: https://www.cultofpedagogy.com/preventing-plagiarism/

Read the three sources. Assess their credibility. Assess their accuracy. Decide if any of the three sources should/should not be used.

Read the three sources. Assess their relevance to the topic. Decide if any of the three sources should/should not be used.

What data or conclusions from the sources will you use in your paper? Provide a MLA-formatted in-text citation for each.

Which of the following is an example of a quotation that is plagiarized? Rewrite it to avoid plagiarism.

Read the five sources. Choose the three with the most relevance and credibility. Provide one properly cited quotation from each to answer the question.

Paraphrase the conclusion made by the author. Be sure not to plagiarize.

What are some steps to follow to assess the credibility of a source? How can you check the accuracy of a source?

Try three related search terms for your topic and note which of the three returned the most credible and useful sources.

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Public Service Announcement Create a video that mimics a public service announcement. Students select an appropriate topic of social concern (e.g., anti-smoking, childhood obesity, reading=knowledge). Students research the topic through various media, Internet and print, and incorporate all to create a central theme/message to convey to a young adult audience through video presentation. Proper copyright and research citations must be documented and credited. Students view completed projects and generate discussion/opinion of information presented in video.
-This interactive online module takes students through a cyber tour of 12 mock websites, testing their savvy Web-evaluation skills. There also is a teacher section. Find it at http://www.mediaawareness.ca/english/special_initiatives/games/joecool_joefool/Start_tour.html.

W.7.8 (Prior Grade Standard)	W.9-10.8 (Future Grade Standard)
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.	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

W. 8. 9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

CCR Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Components W.8.9.a-b

a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories and religious literary texts, such as the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new").

b. 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 introduced").

Essential Understanding
 -Analyze literary and informational texts
 -Draw evidence from literary and informational texts for analysis, reflection, and research

Academic Vocabulary/Language

-analyze/analysis
-alludes
-draw
-evidence
-informational texts
-literary texts
-reasoning
-reflection
-research
-religious literary texts
-traditional stories

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
 The student can draw evidence from literary or informational texts to support analysis, reflection, and research.

Underpinning Knowledge Learning Targets:
 The student can identify evidence in literary and informational texts that supports analysis, reflection, and research.

Underpinning Reasoning Learning Targets:
 The student can analyze literary and informational texts.

 The student can engage in analysis, reflection, and research.

Question Ideas

What evidence can you draw from the passage to support your analysis?

What evidence can you draw from the passage to support your reflection?

What evidence can you draw from the passage to support your allusion?

What evidence can you draw from the passage to support your research?

What evidence can you draw from the passage to support your reasoning?

What evidence will you use from *The Taming of the Shrew* to answer this analytical prompt: Write an essay in which you analyze how a character in a modern work alludes to a character from *The Taming of the Shrew.*

What evidence will you use from *Night* to answer this reflective prompt: Write an essay in which you decide and reflect upon the three most important lessons learned from *Night*.

Use what you have learned by reading Paul Laurence Dunbar's "We Wear the Mask" and Frederick Douglass's excerpt from his Collected Articles to write an essay that analyzes how both texts treat the issue of racism.

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Researching to Deepen the Question The I-Chart (inquiry chart) strategy is an information collection device. Based on a thought-provoking question, a different print or non-print medium source is listed in the cells or boxes in the left-hand column. Information collected about each resource is logged by subtopics related to the question. The I-Chart can be pursued individually (teacher-assigned or self-determined question) or in small groups (group-determined question).

W.7.9 (Prior Grade Standard)	W.9-10.9 (Future Grade Standard)
Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Writing, Grade 8

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.**	**Essential Understanding** -Produce varied writing pieces (paragraphs, essays, reports, arguments, narratives, informational/ explanatory texts, etc.) for a range of discipline-specific tasks, a variety of purposes, and diverse audiences. __*Extended Understanding__ **-Evaluate your own writing**	**Academic Vocabulary/Language** -audience -discipline-specific -extended -purpose -range -reflection -research -revision -routinely -tasks -time frame -writing process

CCR Anchor: 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.

ULTIMATE LEARNING TARGET TYPE: SKILL	__BROAD LEARNING TARGETS:__ **The student can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).** __Underpinning Knowledge Learning Targets:__ **The student can identify tasks, purposes, and audience for shorter and extended time frame writings.**
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	__Underpinning Reasoning Learning Targets:__ **The student can reflect on and revise his/her own writing.** __Underpinning Skill Learning Targets:__ **The student can research proficiently.** __Underpinning Product Learning Targets:__ **The student can produce writings appropriate for shorter and extended time frames in a variety of text types.**

Question Ideas

Over the next three weeks, you will compose a research paper on _____. Complete each of the following tasks: Choose topic; Conduct research and compile research notes; Produce an annotated bibliography of your accurate, credible, and relevant sources; Make an outline of your paper; Write a draft of your paper; Have a peer edit your paper; Have a conference with the teacher concerning ways to revise your paper; Compose your final draft using MLA format with sources cited in the text and on the works cited page.

Answer this prompt in ten minutes: Explain **how** each of the following pairs of characters from *The Taming of the Shrew* act as foils or parallels.

Answer this prompt in one class period: A recurring theme in literature is the classic war between a passion and responsibility. For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some other emotion or drive may conflict with moral duty. In *Narrative of the Life of Frederick Douglass*, show clearly the nature of the conflict, its effects upon the character, and its significance to the work. Use ABTATO, PETs, TOO to organize your paper. Prepare the essay for a college audience.

Select a line, paragraph, or a moment or scene in our novels that you find especially memorable. Identify the line or the passage, explain its relationship to the work in which it is found, and analyze the reasons for its effectiveness. You have 30 minutes to complete this assignment.

What steps are involved in the writing process?

Ohio's Learning Standards Appendices Support

Appendix C Samples of Student Writing: Examples of Grades 6-8 writings with annotations can be found on pages 36-56.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

RAFT The RAFT approach can be used in many ways. "R" stands for the role of the writer (e.g., people in the news; athletes; an object, such as a cell phone or contaminated stream; a parent; or the student doing the writing, etc.); "A" stands for the audience (For whom is the content intended? –general public, school board, fellow students, water treatment plant, mayor, or superintendent); "F" is the format (e.g., letter, blog, editorial); "T" is the topic of the piece. Initially, the teacher may determine all or most of the four aspects but gradually give students greater input to determine the RAFT identities.

Write Like This In *Write Like This*, Kelly Gallagher emphasizes real-world writing purposes, the kind of writing he wants his students to be doing twenty years from now. Each chapter focuses on a specific discourse: express and reflect, inform and explain, evaluate and judge, inquire and explore, analyze and interpret, and take a stand/propose a solution. In teaching these lessons, Kelly provides mentor texts (professional samples as well as models he has written in front of his students), student writing samples, and numerous assignments and strategies proven to elevate student writing. By helping teachers bring effective modeling practices into their classrooms, Write Like This enables students to become better adolescent writers. More importantly, the practices found in this book will help our students develop the writing skills they will need to become adult writers in the real world.

W.7.10 (Prior Grade Standard)	W.9-10.10 (Future Grade Standard)
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.	**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.**