8 WRITING

Text Types and Purposes

___I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

___I can define, identify, and use thesis statement, argument, claim, warrant, and counterclaim.

___I can recognize and use strategies and techniques for introducing, organizing, and concluding arguments.

___I 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.

___I can evaluate information to create a thesis statement to guide an argument.

___I can analyze the accurateness and credibility of sources and evaluate the clarity, logic, and relevance of reasons and evidence.

___I can distinguish between formal and informal writing styles and use formal style in argument writing.

___I can distinguish between logos, pathos, and ethos; and use logical reasoning for argument writing.

___ I can demonstrate an understanding of a topic/text through argument writing.

___I can craft thesis statements, introductions, bodies, and conclusions for argument writing.

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

___I can write informational/explanatory texts that examine topics and convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content. (W.8.2)

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

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

___I can analyze the credibility of sources and relevant content for informational/explanatory topics.

___I can distinguish between formal & informal writing styles and use formal style in informational/explanatory writing.

___I 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 informational/ explanatory writing.

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

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

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

___I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.8.3)

___I 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 . . .).

___I can define, identify, and use a variety of transitional words, phrases, and clauses to connect sequences of events, shifts in time, and changes in settings, and relationships among experiences and events.

___I can define, identify, and use grade-level appropriate vocabulary and figurative language to capture action and convey experiences and/or events.

___I can engage and orient the reader by establishing a context, providing a point of view, and introducing a narrator and/or characters.

___I can organize an event sequence that unfolds naturally and logically.

___I can provide a conclusion that follows/reflects the narrated experiences or events.

Production and Distribution of Writing

___I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

___I can identify and understand varied writing tasks, purposes, and audiences.

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

___I can determine the writing task, purpose, and audience.

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

___I can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach. (W.8.5)

___I can focus strengthen how well purpose and audience have been addressed in my writing. (W.8.5)

___I can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.

___I 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.

___I can determine the writing purpose and audience.

___I can demonstrate command of grade-level language standards (L.8.1-3).

___I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (W.8.6)

___I can use technology, including the Internet, to present the relationship between information and ideas efficiently. (W.8.6)

___I 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.

___I can understand and use MLA formatting for page set-up, in-text citations, and works cited pages.

___I can download, save, upload, share, link, and attach varied formats of files and sources.

Research to Build and Present Knowledge

___I can conduct short research projects to answer a teacher-given or self-generated question, drawing on several sources. (W.8.7)

___I can generate additional, related, focused questions that allow for multiple avenues of exploration in short research projects. (W.8.7)

___I can identify information pertinent to an inquiry gained through researching several sources.

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

___I can generate original research questions for short research projects.

___I can demonstrate proficient use of research skills.

___I can craft inquiry questions.

___I can gather relevant, accurate, and credible information from print and digital sources by determining effective search terms. (W.8.8)

___I can avoid plagiarism when quoting and paraphrasing the data and conclusions of others. (W.8.8)

___I can cite bibliographic source information for in-text citations and on works cited pages. (W.8.8)

___I can define and identify plagiarism, credibility, and accuracy.

___I can assess the accuracy and credibility of sources.

___I can assess the relevance of information from print and digital sources.

___I can analyze information from text and present the findings in their own words.

___I can draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)

___I can identify evidence in literary and informational texts that supports analysis, reflection, and research.

___I can analyze literary and informational texts.

___I can engage in analysis, reflection, and research.

Range of Writing

___I 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). (W.8.10)

___I can identify tasks, purposes, and audience for shorter and extended time frame writings.

___I can reflect on and revise my own writing.

___I can research proficiently.

___I can produce writings appropriate for shorter and extended time frames in a variety of text types.