

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Structures of Language	
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)	
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...	
Grade 8	Student Friendly Language
W-8-1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)	I will vary my sentences in length and structure to make them meaningful. I will include phrases and clauses.
W-8-1.2: Using the paragraph form: indenting, main idea, supporting details (Local)	I will write paragraphs that include: <ul style="list-style-type: none"> • indenting • main idea • supporting details
W-8-1.3: Recognizing organizational structures within paragraphs or within texts (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect, investigation</u>	I will recognize the following organizational structures within paragraphs or within texts: <ul style="list-style-type: none"> • description • sequential • chronology • proposition/support • compare/contrast • problem/solution • <u>cause/effect</u> • <u>investigation</u>
W-8-1.4: Applying a format and text structure appropriate to the purpose of the writing (Local)	I will use the correct format and text structure appropriate to the purpose of my writing.
W-8-1.5: Subsumed in W-8-1.1	
W-8-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.
Reading Connection	
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)	
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...	
W-8-2.1: Selecting and summarizing key ideas to set context (Local).	After I have read a text, I will select and summarize key ideas in my writing to set context.
W-8-2.2: Subsumed in W-8-2.1	
W-8-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas (Local)	I will connect what I have experienced, read and know about the world to help me understand and explain relevant ideas.
W-8-2.4: Not assessed at this grade level	

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Reading Connection	
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)	
W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...	
W-8-3.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (Local)	I will state and maintain a focus, a firm judgment or point of view when answering a question.
W-8-3.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (Local) EXAMPLES: <u>Making links</u> to author’s choice of words, <u>style</u> , <u>bias</u> , <u>literary techniques</u> , or <u>point of view</u> ; making links to characteristics of literary forms or genres	<p>I will make inferences about the relationship(s) among:</p> <ul style="list-style-type: none"> • content • events • characters • setting • theme • author’s craft <p>For example, I will <u>make links</u> to:</p> <ul style="list-style-type: none"> • author’s choice of words • literary forms • genres • <u>style</u> • <u>bias</u> • <u>literary techniques</u> • <u>point of view</u>
W-8-3.3: Using specific details and references to text or relevant citations to support focus or judgment (Local)	<p>To support my focus or judgment I will use:</p> <ul style="list-style-type: none"> • specific details • references • relevant citations
W-8-3.4: Organizing ideas, using transitional words/phrases and <u>drawing a conclusion by synthesizing information</u> (e.g., <u>demonstrate a connection to the broader world of ideas</u>) (Local)	<p>I will organize ideas by using:</p> <ul style="list-style-type: none"> • transitional words/phrases • <u>synthesizing information (putting ideas together) to draw a conclusion such as connecting ideas to the world</u>

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Expressive Writing	
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)	
W-4: In written narratives, students organize and relate a story line/plot/series of events by...	
W-8-4.1: Creating a clear and coherent (logically consistent) story line (Local)	I will create a story line that is clear and connected (coherent).
W-8-4.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view (Local)	When writing I will establish: <ul style="list-style-type: none">• context (setting or background information)• problem/conflict/ challenge• resolution (solution)• and maintain point of view• character motivation
W-8-4.3: Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning (Local)	To enhance meaning, I will use a variety of transitional devices such as: <ul style="list-style-type: none">• words/phrases• ellipses• time transitions• white space
W-8-4.4: Not assessed at this grade level	
W-8-4.5: Establishing and maintaining a theme (Local)	I will write a story line that keeps to a theme.
W-8-4.6: Providing a sense of closure (Local)	When writing, I will provide closure.

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Expressive Writing	
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)	
W-5: Students demonstrate use of narrative strategies by...	
W-8-5.1: <u>Creating images</u> , using details and sensory language to advance the plot/story line (Local)	I will <u>create images</u> using details and sensory language to advance the plot/story line.
W-8-5.2: Using dialogue to advance plot/story line (Local)	I will use dialogue to advance the plot/story line.
W-8-5.3: Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate</u> (Local)	I will develop characters through: <ul style="list-style-type: none"> • description • dialogue • actions • <u>relationships with other characters when appropriate</u>
W-8-5.4: Using voice appropriate to purpose (Local)	I will use voice appropriate to the topic and audience.
W-8-5.5: Maintaining focus (Local)	I will maintain focus.
W-8-5.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)	I will select and elaborate important ideas. I will leave out extraneous (unimportant) details.
W-8-5.7: Controlling the pace of the story (Local) EXAMPLE: Developing the narrative with greatest emphasis on the most important parts.	I will control the pace of the story.
Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)	
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...	
W-8-6.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u> , <u>investigation</u>	I will organize my ideas by using the appropriate text structure such as: <ul style="list-style-type: none"> • sequential • chronology • proposition/support • compare/contrast • problem/solution • <u>cause/effect</u> • <u>investigation</u>
W-8-6.2: Selecting appropriate information to set context, which may include a lead/hook (Local)	I will select appropriate information to set context, which may include a lead/hook.

Writing and Oral Communication

Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)	
W-7: In informational writing (reports or procedures only), students effectively convey purpose by...	
W-8-7.1: Establishing a topic (Local)	I will establish a topic.
W-8-7.2: Stating and maintaining a focus/controlling idea/ <u>thesis</u> (Local)	I will state and maintain a focus/controlling idea/ <u>thesis</u> .
W-8-7.3: Writing with a sense of audience, when appropriate (Local)	I will make my writing appropriate for my audience.
W-8-7.4: <u>Establishing an authoritative voice</u> (Local)	I will write <u>with a voice of authority</u> .
W-8-7.5: Not assessed at this grade level	
Informational Writing	
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)	
W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...	
W-8-8.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)	I will include facts and details relevant to my focus/controlling idea. I will exclude extraneous information.
W-8-8.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)	To completely cover the topic, I will include details or facts such as: <ul style="list-style-type: none"> • naming • describing • explaining • comparing • using visual images
W-8-8.3: Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)	I will address readers' concerns by: <ul style="list-style-type: none"> • including counterarguments (pros and cons) • explaining procedures • providing context
W-8-8.4: Commenting on the significance of the information, when appropriate (Local)	When appropriate, I will state why the information is important.

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)	
W-9: In independent writing, students demonstrate command of appropriate English conventions by...	
W-8-9.1: Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, <u>pronoun-antecedent</u> , consistency of verb tense, <u>case of pronouns</u>	<p>I will apply grammar rules to correct errors such as:</p> <ul style="list-style-type: none"> • subject/verb agreement • consistency of verb tense • <u>pronoun-antecedent</u> • <u>case of pronouns</u>
W-8-9.2: Applying capitalization rules (Local)	I will apply capitalization rules.
W-8-9.3: Subsumed in W:C:8:1.4	
W-8-9.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: <u>hyphens</u> , <u>dashes</u> , <u>parentheses</u>	<p>I will make sentences meaningful by applying appropriate punctuation to a variety of sentences such as:</p> <ul style="list-style-type: none"> • <u>hyphens</u> • <u>dashes</u> • <u>parentheses</u>
W-8-9.5: Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, <u>including foreign derivation</u>	<p>I will apply common and word-derivative spelling patterns/rules such as:</p> <ul style="list-style-type: none"> • identifying relationships among roots • common prefixes/suffixes • <u>including foreign derivation (word origin)</u>

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Habit of Writing: Uses a Writing Process (W-10)	
W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.	
See Appendix B for Writing Process	<p>To produce a final writing product, I will use these steps:</p> <ul style="list-style-type: none"> • prewriting • drafting • revising(critiquing) • editing • publishing <p>(See Appendix B)</p>
Habit of Writing: Writing Extensively (W-11)	
W:HW:2: Demonstrates the habit of writing extensively by...	
W-8-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I will write often in and out of school.
W-8-11.2: Sharing thoughts, observations, or impressions (Local)	I will write my thoughts, observations, or impressions.
W-8-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays	<p>I will think of topics for many writing forms such as:</p> <ul style="list-style-type: none"> • journal writing • free writing • poetry • quick writes • scientific observations • learning logs • readers'/writers' notebook • letters • personal notes • reading response journal • sketch • journal/cartooning • songs • lyrics • reflective writing • short plays
W-8-11.4: Writing in a variety of genres (Local)	I will write in a variety of genres.

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Oral Communication Strategies (OC1)	
W:OC:1: In oral communication, students demonstrate interactive listening by ...	
OC-8-1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)	I will follow instructions to complete tasks, answer questions or solve problems.
OC-8-1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)	When information is presented I will: <ul style="list-style-type: none">• summarize• paraphrase• question• contribute
OC-8-1.3: Not assessed at this grade level	
OC-8-1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)	I will respectfully listen and respond to the individual ideas of others.
OC-8-1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	To solve problems, make decisions or achieve a goal, I will work with others to determine a solution that is fair to all.

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Oral Communication Strategies (OC-2)	
W:OC:2: In oral communication, students make oral presentations by...	
OC-8-2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)	I will behave and speak in a way that is appropriate to my audience and purpose.
OC-8-2.2: Maintaining a consistent focus (Local)	As I am speaking, I will stay focused on my topic.
OC-8-2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts	<p>I will include smooth transitions and well chosen details to support a thesis (controlling idea). I will provide a (coherent) logical conclusion. To support and elaborate, I will use</p> <ul style="list-style-type: none"> • illustrations • visuals • detailed descriptions • restatements • paraphrases • examples • comparisons • artifacts
OC-8-2.4: Effectively responding to audience questions and feedback (Local)	I will respond to questions from the audience and give feedback.
OC-8-2.5: <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, , inflection, , intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local)	<p><u>To engage my audience and communicate ideas effectively, I will use a variety of strategies such as:</u></p> <ul style="list-style-type: none"> • <u>eye contact</u> • <u>speaking rate</u> • <u>volume</u> • <u>articulation</u> • <u>inflection</u> • <u>intonation</u> • <u>rhythm</u> • <u>gestures</u>
OC-8-2.6: Not assessed at this grade level	

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Expressive Writing Poetry (W-12)	
W-12: In writing poetry, students demonstrate awareness of purpose by...	
W-8-12.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)	I will write poems in a variety of voices and for a variety of audiences.
W-8-12.2: Writing poems that express speaker's moods, thoughts, or feelings (Local)	I will write poems that express moods, thoughts or feelings.
W-8-12.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (Text structures): free verse, haiku, concrete poems	I will write poems in many different styles to make a statement to the audience such as: <ul style="list-style-type: none"> • free verse • haiku • concrete poems
Expressive Writing Poetry (W-13)	
W-13: In writing poetry, use language effectively by...	
W-8-13.1: Selecting vocabulary according to purpose and for effect on audience (Local)	I will select vocabulary for my poem based on the purpose and the effect on the audience.
W-8-13.2: Using rhyme, figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia (Local)	I will write poems using rhyme and figurative language such as: <ul style="list-style-type: none"> • simile • personification • alliteration • onomatopoeia
W8-13.3: Not assessed at this grade level	
W-8-13.4: Using a variety of poetic forms (Local)	I will write different types of poems.

SAU Curriculum Framework

Grade 8

Writing and Oral Communication

Expressive Writing Reflective Essay (W-14)	
W-14: In reflective writing, students explore and share thoughts, observations, and impressions by...	
W-8-14.1: Engaging the reader by establishing context (purpose) (Local)	I will engage the reader by making my purpose known (establishing context).
W-8-14.2: Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (Local)	I will analyze a personal situation by sharing my thoughts and reflecting back on what occurred.
W-8-14.3: Not assessed at this grade level	
W-8-14.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)	To establish a focus, I will use elaboration techniques, such as: <ul style="list-style-type: none"> • questioning • comparing • connecting • interpreting • analyzing • describing
W-8-14.5: Providing closure - leaving the reader with something to think about (Local)	I will provide closure (an ending) that leaves the reader with something to think about.
W-8-14.6: Not assessed at this grade level	