

Lake Washington School District
Teaching and Learning Framework

Eighth Grade

Language Arts/Writing

Power Standards | October 2007

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The Writing Process

Power Standards

Analyzes and selects effective strategies for generating ideas and planning writing.

Evidence of Learning

Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., free write, outline, list, T-chart for comparing).

Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing.

Gathers information (e.g., takes notes) from a variety of sources (e.g., Internet, interviews, multimedia, books, periodicals) and chooses an organizer to analyze, synthesize, and evaluate information to plan writing.

Uses prewriting stage to determine purpose, analyze audience, select form, research background information, formulate theme (for narrative writing) or a thesis, and/or organize text.

Revises text, including changing words, sentences, paragraphs, and ideas.

Selects and uses effective revision tools or strategies based on project (e.g., referring to prewriting, checking sentence beginnings, combining sentences, using “cut and paste” word processing functions).

Rereads work several times and has a different focus for each reading (e.g., first reading — looking for variety of sentence structure and length; second reading — checking for clarity and specific word choice; third reading — checking for layers of elaboration and persuasive language).

Decides if revision is warranted.

Seeks and considers feedback from a variety of sources (e.g., adults, peers, community members, response groups).

Records feedback using writing group procedure (e.g., partner reads writer’s work aloud, and writer notes possible revision).

Evaluates and justifies the choice to use feedback in revisions (e.g., “I don’t want to change this because ...”).

Revises typographic devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical writing forms (e.g., lab reports, graphs).

Uses multiple resources to improve text (e.g., writing guide, assignment criteria, peer, adult, electronic or other thesaurus).

Writing Process (continued)

Power Standards

Edits for conventions.

Evidence of Learning

Identifies and corrects errors in conventions.

Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).

Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., conventions or format guidelines).

Proofreads final draft for errors.

Traits of Effective Writing

Power Standards

Ideas/Content

Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

Evidence of Learning

Presents a central idea, theme, and manageable thesis while maintaining a consistent focus (e.g., “Commercials influence the spending habits of teenagers.”).

Selects specific details relevant to the topic to extend ideas or develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other).

Uses personal experiences, observations, and/or research to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate anecdotes to explain or persuade; information synthesized from a variety of sources to support an argument).

Develops convincing characters (e.g., using details of thoughts, actions, appearance, and speech) and convincing settings (e.g., through the character’s point of view or described during action) within a range of plots (e.g., suspense, flashback) in narratives.

Organization

Analyzes and selects effective organizational structures.

Writes unified, cohesive paragraphs (e.g., inverted pyramid: broad topic, narrowing focus, specific details).

Develops a compelling introduction (e.g., startling statement, setting/description, quotation).

Composes an effective ending/ conclusion that is more than a repetition of the introduction (e.g., response to a “so what” question, connection to bigger picture).

Uses transitional words and phrases between paragraphs to show logical relationships among ideas (e.g., moreover..., because of this issue..., equally important..., as opposed to...).

Traits of Effective Writing *(continued)*

Power Standards	Evidence of Learning
	<p>Selects and uses effective organizational patterns as determined by purpose: explanations (e.g., process description), comparison (e.g., all similarities grouped together and all differences grouped together), persuasion (e.g., vary sequence of arguments), narrative (e.g., problem-solution-outcome).</p> <p>Emphasizes key ideas through appropriate use of text features (e.g., headings, charts, diagrams, graphs, bullets).</p>
<p><i>Conventions</i> Applies punctuation rules.</p>	<p>Uses punctuation rules from previous grades.</p> <p>Uses commas to enclose titles (e.g., Mohammed Abdul, M.D., is a pediatrician).</p> <p>Uses commas for emphasis or clarity (e.g., What the cook does, does affect the meal).</p> <p>Places commas and periods inside quotation marks.</p> <p>Uses apostrophes to form plurals of letters or numbers (e.g., Know your ABC's).</p> <p>Uses apostrophes in possessive compound nouns (e.g., the mother-in-law's birthday).</p> <p>Uses a colon between title and subtitle (e.g., Write Source 2000: A Guide to Thinking, Writing and Learning).</p> <p>Uses diagonal slash (/) correctly: in a fraction; to show choice.</p> <p>Uses resources to check punctuation.</p>
<p>Applies paragraph conventions.</p>	<p>Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).</p> <p>Uses textual markers (e.g., rows, columns, tables).</p>

Evaluating Writing and Setting Goals

Power Standards	Evidence of Learning
<p>Analyzes and evaluates writing using established criteria.</p>	<p>Critiques work, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).</p> <p>Identifies persuasive elements in peers' writing and critiques the effectiveness (e.g., preponderance of evidence, rhetorical questions).</p> <p>Explains accuracy of content and vocabulary.</p>

Evaluating Writing and Setting Goals (continued)

Power Standards

Analyzes and evaluates own writing using established criteria.

Evidence of Learning

Explains strengths and weaknesses of own writing using criteria (e.g., rubrics specific to purpose or form of assignment, WASL or 6-trait rubrics).

Rereads own work for the craft of writing (e.g., logic, transitional phrases) as well as the content (e.g., selected, relevant supporting detail).

Uses criteria to choose and defend choices for a writing portfolio.

Provides evidence that goals have been met (e.g., selects piece that shows complex organizational structure).