

# Utah CORE Language Art Curriculum Standards Map

## Grade Level 8

Writing		September	October	November	December	January	February	March	April	May	June	Activities	Formative Assessment	Summative Assessment
Anchor Standards	Standard	Timeline												
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from the alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases and clauses to create cohesion and clarify the relationship among claim(s), counterclaims, reasons and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SWBAT write a claim and support it with reasons and evidence.</p> <p>a. SWBAT write a claim(s) and distinguish it from a different or opposing claim. SWBAT logically organize reasons and evidence that supports a claim(s).</p> <p>b. SWBAT support a claim(s) by using logical reasons and relevant evidence. SWBAT support claim(s) with accurate sources of information.</p> <p>c. SWBAT use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.</p> <p>d. SWBAT use formal words and language to write about an issue or topic.</p> <p>e. SWBAT end writing with a concluding statement that backs up the claim(s) in the argument.</p>						X					<p>Researching, gathering evidence, and writing an argument paper</p> <p>Students use T-Chart to distinguish evidence supporting claim from that which refutes it.</p> <p>Practice with transitional phrases to achieve intended effect</p> <p>Practice with writing conclusions</p>	<p>Argumentative essay on topic of choice with student selected sources</p>	<p><b>SAGE Writing Test</b></p> <p>Argumentative Essay on assigned topic with sources provided</p>

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<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings) , graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SWBAT write an introduction that presents a topic clearly and previews what is to follow.</p> <p>a. SWBAT organize a paper using a clear introduction, organize and categorize information. Use headings, charts, tables, etc... to add clarification to a paper.</p> <p>b. SWBAT support a topic using facts, definitions, details, and examples.</p> <p>c. SWBAT use a variety of appropriate transitions to show connections between ideas and concepts.</p> <p>d. SWBAT use precise language and vocabulary specific to a topic.</p> <p>e. SWBAT write a formal paper.</p> <p>f. SWBAT write a conclusion that supports the information presented in a paper</p>			X								<p>Researching, organizing and writing an informational essay.</p> <p>Facebook Post in conjunction with science “biomes” unit</p>	Informational essay	<b>SAGE Writing Test</b>

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>3. SWBAT write a logical, detailed narrative about real or imagined events or experiences.</p> <p>a. SWBAT hook the reader by introducing ideas, point of view, a narrator, and/or characters. SWBAT organize events in a natural, logical order.</p> <p>b. SWBAT write a narrative using techniques such as: dialogue, timing, description, and reflection.</p> <p>c. SWBAT use transition words and phrases to show order of events, changes in setting, and connections in experiences.</p> <p>d. SWBAT use precise words, relevant description, and sensory details to reveal the action and experiences of the story.</p> <p>e. SWBAT conclude a story by reflecting on the experiences or events shared.</p>		X									<p>Discussion of point of view in literature</p> <p>Practice with dialogue</p> <p>Practice with revealing character through action</p>	<p>Short narrative writing assignments focusing on narrative style</p>	<p>Narrative writing assignment based on <i>The Outsiders</i></p>

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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	SWBAT	X	X	X	X	X	X	X	X	X	X	Utah Compose mini-lessons on selected topics  Essays Narratives Journaling Literary Responses	Formal writing assignments	SAGE Writing Test

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<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 8 on page 52.)</p>	<p>SWBAT develop and strengthen writing by planning, revising, editing, and rewriting.</p> <p>SWBAT write to a specific audience.</p> <p>SWBAT improve writing through feedback from other students or the teacher.</p>		X	X			X					<p>Peer editing activities</p> <p>Students learn how to use Utah Write feedback to improve their compositions</p> <p>Analysis of example essays on Animal Testing</p> <p>Direct instruction on using the Writing Process and 6 Traits model</p>	<p>Comparison of first drafts with the final edited product to evaluate students' ability to improve writing through feedback</p>	<p><b>SAGE Writing Test</b></p>

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6. Use technology, including the Internet, to produce and publish writing and present the relationships between information ideas efficiently as well as to interact and collaborate with others	<p>SWBAT use technology to create and publish their writing.</p> <p>SWBAT use technology to show relationships between ideas</p> <p>SWBAT use technology to work with others during the writing process.</p>		X	X		X	X					Students share research results on controversial issues	Peer editing activities on Utah Compose	<b>Oral report with multimedia</b>
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.	<p>SWBAT research several different resources to answer assigned questions or questions that they create.</p> <p>SWBAT come up with additional questions that relate to the original research and investigate those questions using a variety of resources.</p>				X	X	X	X				<i>Literature</i> circle preparation	Literature circle contributions	<b>Learning extension research activities: <i>Parallel Journeys</i></b>
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 conclusion of others while avoiding plagiarism and following a standard format for citation.	<p>SWBAT search specific terms to gather relevant information from many print and digital sources.</p> <p>SWBAT determine if a source is believable and uses correct information.</p> <p>SWBAT quote and paraphrase information from sources without plagiarizing others' words and ideas.</p> <p>SWBAT correctly cite sources in the text or at the end of a paper.</p>					X	X	X				Pioneer Library SIRS database training	Evaluation of essay bibliography	<b>Argumentative essay with sources</b>
				X		X	X					Lessons on distinguishing fact from opinion		
				X		X	X					Mini Lesson on citing sources and plagiarism		
												Analysis of end notes in <u>Parallel</u>		

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												<u>Journeys</u>			
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply <i>grade 8 Reading standards</i> 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”).</p>	<p>SWBAT read literary or informational texts to find specific facts, examples, or details that support their own ideas.</p> <p>SWBAT explain how modern works of fiction draw themes and character types from literary works that have come before.</p> <p>SWBAT express in writing their opinions regarding evidence used to support a claim and explain why the evidence is valid or not.</p>	X	X	X	X	X	X	X				Literature Circles and independent reading projects	Think-Pair-Share after reading	<p><b>SAGE Writing Test</b></p>	
		X	X	X								Analysis of logic in Argumentative essays	Compare modern work of fiction with an earlier work of fiction expressing a similar theme		
						X	X	X				Identifying relevant and irrelevant information	Students compare stories with similar themes and express their findings in writing		
<p>10. Write routinely over extended time frames (time for research, reflection, and</p>	<p>SWBAT write for various purposes and over varying time frames</p>	X	X	X	X	X	X	X	X	X	X				

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revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.												Essays Narratives Journaling Literary Responses	Various writing assignments	<b>Student Writing Portfolio</b>