

Harbor Creek School District

Grade 8 Narrative Writing

Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Narrative Writing	<u>Write</u> narrative pieces.	September - October (15 days)	E – Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.	Formative and Summative Assessment	CC: 8.W.3
			E – Apply varying organizational methods.		PA: W.1.4.8.A
			E – Use relevant illustrations.		PA: W.1.4.8.A
			E – Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and /or characters.		CC: 8.W.3b
			E – Apply literary conflict.		PA: W.1.4.8.A CC: 8.W.3d
			E – Include varying characteristics.		
			E – Include literary elements, such as: <ul style="list-style-type: none"> Characterization Setting Plot Theme Point of view Freytag’s Pyramid Style 		
	Use a sharp, distinct <u>focus</u> .		Use literary devices. <ul style="list-style-type: none"> E – Metaphor E – Simile E – Personification E – Imagery F – Foreshadowing and Flashback F – Irony E - Hyperbole E - Alliteration 		PA: W.1.5.8.A CC: 8.W.3a CC: 8.W.4
			E – Write to a specific topic and / or prompt.		
			E – Establish a single point of view.		
	Use well-developed <u>content</u>		E – Gather, determine validity and reliability, and organize the information		PA: W.1.5.8.B CC: 8.W.8

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Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Narrative Writing	Write with controlled and / or subtle <u>organization</u> .	September - October (15 days)	E– Sustain a logical order within sentences and between paragraphs using meaningful transitions.	Formative and Summative Assessment	PA:W.1.5.8.B&C CC: 8.W.3c CC: 8.W.3e CC: 8.W.4
	Understand <u>stylistic aspects</u> of composition		E – Establish a topic and purpose in the introduction / lead.		PA: W.1.5.8.D CC: 8.W.3d CC: 8.W.4
			E – Reiterate the topic and purpose in the conclusion.		
			E – Use a variety of sentence lengths		
	<u>Revise</u> pieces.		E – Use a variety of different types of sentences.		PA: W.1.5.8.E CC: 8.W.3d CC: 8.W.5
			E– Use tone and voice through the use of precise language.		
			E – Revise writing to improve focus .		
			E – Revise writing to improve content .		
			E – Revise writing to improve organization .		
	<u>Edit</u> using the conventions of language.		E – Revise writing to improve style and sentence variety .		PA: W.1.5.8.F CC: 8.W.5
			E – Revise writing to improve word choice .		
			E – Spell common, frequently used words correctly.		
	<u>Present</u> written pieces for publication.		E – Edit writing to improve grammar, mechanics, and usage. See the grammar section of this document .		PA: W.1.5.8.G CC: 8.W.6
			E – Present, and/or defend written work for publication.		
			E – 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.		
	<u>Identify</u> different of writing genres.		E – Identify the difference between narrative, informative, and persuasive pieces.		PA: W.1.4.8 CC: 8.W.4
			E – Employ the most effective format for purpose and audience.		PA: W.1.5.8.B
	<u>Writing Workshop</u>		E – 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 specific tasks, purposes, and audiences.		CC: 8.W.10

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Grade 8 Informative Writing

Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Informative Writing	Write multi-paragraph informative pieces.	January (15 Days)	E – Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Formative and Summative Assessment	CC: 8.W.2
			E – Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; using strategies such as definition, classification, comparison/contrast, and cause effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		PA:W.1.4.8.B CC: 8.W.2a
			E – 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.		CC: 8.W.7
	Use a sharp, distinct focus .		E – Write to a specific topic and / or prompt. Use relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		PA:W.1.5.8.A CC: 8.W.2b CC: 8.W.4
	Use well-developed content		E – Write a thesis statement.		
			E – Gather, determine validity and reliability, and organize the information.		PA:W.1.5.8.B CC: 8.W.8
			E – Use precise language and domain-specific vocabulary to inform about or explain the topic.		CC: 8.W.2d

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Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Informative Writing	Write with controlled and / or subtle <u>organization</u> .	January (15 Days)	E– Sustain a logical order within sentences and between paragraphs using meaningful transitions.	Formative and Summative Assessment	PA:W.1.5.8.C CC: 8.W.2c CC: 8.W.2f CC: 8.W.4
			E – Establish a topic and purpose in the introduction / lead.		CC: 8.W.2e
			E – Reiterate the topic and purpose in the conclusion.		
	E – Establish and maintain a formal style.		PA:W.1.5.8.D CC: 8.W.4		
	E – Use a variety of sentence lengths				
	E – Use a variety of different types of sentences.				
	E– Use tone and voice through the use of precise language.		PA:W.1.5.8.E CC: 8.W.5		
	E – Revise writing to improve focus .				
	E – Revise writing to improve content .				
	E – Revise writing to improve organization .				
	E – Revise writing to improve style and sentence variety .				
	E – Revise writing to improve word choice .				
	<u>Edit</u> using the conventions of language.		E – Spell common, frequently used words correctly.		PA:W.1.5.8.F CC: 8.W.5
			E – Edit writing to improve grammar, mechanics, and usage . See the grammar section of this document.		
	<u>Present</u> written pieces for publication.		E – Present, and/or defend written work for publication.		PA:W.1.5.8.G CC: 8.W.6
			E – 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.		
	<u>Identify</u> different of writing genres.		E – Identify the difference between narrative, informative, and persuasive pieces.		PA:W.1.4.8 CC: 8.W.4
	<u>Writing Workshop</u>		E – 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 specific tasks, purposes, and audiences.		CC: 8.W.10

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Grade 8 Persuasive Writing

Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Persuasive Writing	Write persuasive pieces.	November (18 Days)	E – Write arguments to support claims with clear reasons and relevant evidence.	Formative and Summative Assessment	PA: W.1.4.8.C CC: 8.W.1
			E – Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		PA: W.1.4.8.C CC: 8.W.1a
			E –Use a pro and con list.		
			E – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		PA: W.1.4.8.C CC: 8.W.1b
	Use a sharp, distinct focus .		E – Write to a specific topic and / or prompt. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		W.1.5.8.A PA: 8.W.1c CC: 8.W.4
			E – Establish a point of view.		
			E – Write a thesis statement.		
	Use well-developed content		E – Gather, determine validity and reliability, and organize the information.		PA: W.1.5.8.B CC: 8.W.8
			E – Evaluate sources.		
	Write with controlled and / or subtle organization .		E– Sustain a logical order within sentences and between paragraphs using meaningful transitions.		PA: W.1.5.8.C CC: 8.W.2e CC: 8.W.4
			E – Establish a topic and purpose in the introduction / lead. Develop reader interest.		
			E – Reiterate the topic and purpose in the conclusion.		

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Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Persuasive Writing	Understand <u>stylistic aspects</u> of composition	November (18 Days)	E – Establish and maintain a formal style.	Formative and Summative Assessment	CC: 8.W.1d
			E – Use a variety of sentence lengths.		PA: W.1.5.8.D CC: 8.W.4
			E – Use a variety of different types of sentences.		
			E– Use tone and voice through the use of precise language.		
	<u>Revise</u> pieces.		E – Revise writing to improve focus .		PA: W.1.5.8.E CC: 8.W.5
			E – Revise writing to improve content .		
			E – Revise writing to improve organization .		
			E – Revise writing to improve style and sentence variety .		
	<u>Edit</u> using the conventions of language.		E – Revise writing to improve word choice .		PA: W.1.5.8.F CC: 8.W.5
			E – Spell common, frequently used words correctly.		
	<u>Present</u> written pieces for publication.		E – Edit writing to improve grammar, mechanics, and usage. See the grammar section of this document.		PA: W.1.5.8.G CC: 8.W.6
			E – Present, and/or defend written work for publication.		
	<u>Identify</u> different of writing genres.		E – 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.		PA: W.1.4.8 CC: 8.W.4
			E – Identify the difference between narrative, informative, and persuasive pieces.		
	<u>Writing Workshop</u>		E – 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 specific tasks, purposes, and audiences.		CC: 8.W.10
			E – Use MLA style.		

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Grade 8 Responding to a Prompt Writing

Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Responding to a Prompt	<u>Write</u> to respond to a prompt.	Quarters 1-4	E – Draw evidence from literary or informational texts to support analysis, reflection, and research.	Formative and Summative Assessment	CC: 8.W.9
			E – Apply 8 th grade reading standards to literature and be able to write in these forms. (for example: analyze how a modern work of fiction draws on themes, patterns of events...)		CC: 8.W.9a
			E – Apply 8 th grade reading standards to literary nonfiction. (for example: Evaluate the argument...)		CC: 8.W.9b
	Use a sharp, distinct <u>focus</u> .		E – Write to a specific topic prompt.		PA: W.1.5.8.A
	Use well-developed <u>content</u>		E – Establish a single point of view.		PA: W.1.5.8.B
	Write with controlled and / or subtle <u>organization</u> .		E – Gather, determine validity and reliability, and organize the information		PA: W.1.5.8.C
	Understand <u>stylistic aspects</u> of composition		E– Sustain a logical order within sentences and between paragraphs using meaningful transitions.		PA: W.1.5.8.D
			E – Establish a topic and purpose in the introduction / lead.		
			E – Reiterate the topic and purpose in the conclusion.		
	<u>Revise</u> pieces.		E – Use a variety of sentence lengths		PA: W.1.5.8.E
			E – Use a variety of different types of sentences.		
			E– Use tone and voice through the use of precise language.		
			E – Revise writing to improve focus .		
			E – Revise writing to improve content .		
			E – Revise writing to improve organization .		
	<u>Edit</u> using the conventions of language.		E – Revise writing to improve style and sentence variety .		PA: W.1.5.8.F
E – Revise writing to improve word choice .					
E – Spell common, frequently used words correctly.					
E – Edit writing to improve grammar, mechanics, and usage . See the grammar section of this document .					

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Grade 8 Grammar

Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Grammar	Grammar and Usage	Quarters 1-4	E – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Formative and Summative Assessment	PA: W.1.5.8.F CC: 8.L.1
			E – Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		PA:W.1.5.8.F CC: 8.L.1a
			E – Form and use verbs in the active and passive voice.		PA:W.1.5.8.F CC: 8.L.1b CC: 8.L.3a
			E – Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		PA:W.1.5.8.F CC: 8.L.1c CC: 8.L.3a
			E – Recognize and correct inappropriate shifts in verb voice and mood.		CC: 8.L.1d
			E – Use punctuation (comma, ellipsis, dash) to indicate a pause or a break.		PA:W.1.5.8.F CC: 8.L.2a
			E – Use an ellipsis to indicate an omission.		CC: 8.L.2b
			F – Use a comma to indicate an appositive phrase.		PA:W.1.5.8.F
			E – Use a comma in an introductory dependent clause.		
			F – Use an apostrophe to indicate omitted letters or numbers ('11).		
			F – Use a colon to introduce a list.		
			E – Use a semicolon to join sentences with two independent clauses.		
			E – Identify relative pronouns.		
			F – Identify demonstrative adjectives.		
			E – Identify direct and indirect objects.		
			F – Identify compound-complex sentences.		
	Capitalization		E – Demonstrate command of the conventions of standard English in relationship to capitalization.		PA:W.1.5.8.F CC: 8.L.2

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Major Understandings	Concepts	Time Frame	Skills	Assessment	Standard / Common Core
Grammar	Punctuation	Quarters 1-4	E – Demonstrate command of the conventions of standard English in relationship to punctuation.	Formative and Summative Assessment	PA:W.1.5.8.F CC: 8.L.2
			F – Use a comma to indicate an appositive phrase.		PA:W.1.5.8.F
			E – Use a comma in an introductory dependent clause.		
			F – Use an apostrophe to indicate omitted letters or number ('08).		
			E – Use quotation marks in titles of poems, songs, and magazine articles.		
			F – Use a colon to introduce a list.		
			F – Use a semi-colon to join sentences with two independent clauses.		PA:W.1.5.8.F CC: 8.L.2
	E – Demonstrate command of the conventions of standard English in relationship to spelling.				
	Spelling		E – Spell correctly.		PA:W.1.5.8.F CC: 8.L.2b
			Knowledge of Language		E – Use knowledge of language and its conventions when writing, speaking, reading, or listening.