

**8.W.1.1** Students can **compose** narrative, descriptive, expository, and persuasive text of five paragraphs.

**Blooms Level:** Synthesis

**Learning targets to meet this standard:**

- Choose and identify a topic
- Identify main ideas
- List supporting details
- Introduce thesis statement
- Develop an introductory paragraph
- Develop at least 3 supporting paragraphs
- Develop a concluding paragraph
- Revise for unity and cohesiveness

**Verbs Defined:**

- Compose - write/put thoughts into words

**Key Terms Defined:**

- Narrative - writing that tells a story
- Descriptive - writing that describes a person, place, or object
- Expository - writing that explains
- Persuasive - writing that attempts to change the thinking of the audience

**Teacher Speak:**

Students can compose (write) narrative (writing that tell a story), descriptive (writing that describes), expository (writing that explains), and persuasive (writing that persuades) texts of five or more paragraphs.

**Student Speak:**

I can write (compose) text in a story (narrative), text that describes (descriptive), text that explains (expository), and text that persuades (persuasive) of five or more paragraphs.

**Examples:**

**Possible resources/references:**

Image Grammar by Harry R. Noden

**8.W.1.2** Students can **revise** writing for ideas and content.

**Blooms Level:** Evaluation

**Learning targets to meet this standard:**

- Improve ideas and content, voice, and word choice
- Show rapid, and easy expression of ideas in writing
- Improve organization of ideas
- Use feedback to improve writing

**Verbs Defined:**

- Revise - change writing by adding, deleting, or moving ideas and details around

**Key Terms Defined:**

- Ideas and content - clear and focused topic

**Teacher Speak:**

Students can revise (change writing by adding, deleting or moving ideas and details around) writing for ideas and content (clear and focused topic).

**Student Speak:**

I can change my writing by adding, deleting, or moving ideas and details around (revise) for a clear and focused topic (ideas and content).

**Examples:**

**Possible resources/references:**

**8.W.1.3** Students can **compose** text using information from multiple sources to support a topic.

**Blooms Level:** Synthesis

**Learning targets to meet this standard:**

- Use paraphrasing to summarize information
- Support a chosen topic with information from various sources.
- Use both primary and secondary sources to enrich understanding of information.
- Create an outline to organize information.
- Cite sources

**Verbs Defined:**

- Compose - write

**Key Terms Defined:**

- Sources – published reference material

**Teacher Speak:**

Students can compose (write) text using information from multiple sources to support a topic.

**Student Speak:**

I can write (compose) text using information from more than one source to support a topic.

**Examples:**

Primary (autobiography, diary, journal, interview)

Secondary (reference books, newspapers, magazines)

**Possible resources/references:**

**8.W.2.1** Students can **edit** text for run-on sentences and fragments.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Identify complete sentences
- Identify run-on sentences
- Identify fragments in sentences

**Verbs Defined:**

- Edit - to replace or delete words, phrases, and sentences that sound awkward or confusing

**Key Terms Defined:**

- Run-on sentences - two or more complete sentences that are written as one sentence
- Fragments - a group of words that is only a part of a sentence

**Teacher Speak:**

Students can edit (replace or delete words, phrases, and sentences that sound awkward or confusing) text for run-on sentences (two or more complete sentences that are written as one sentence) and fragments (a group of words that is only a part of a sentence).

**Student Speak:**

I can replace or delete words, phrases, and sentences that sound awkward or confusing (edit) from a text for two or more complete sentences that are written as one sentence (run-on sentences) and a group of words that is only a part of a sentence (fragments).

**Examples:**

**Possible resources/references:**

**8.W.2.2** Students can **identify** and **incorporate** adverbs in the writing process.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Review verbs and adjectives
- Examine adverbs in text
- Identify purposes of adverbs
- Use adverbs in writing

**Verbs Defined:**

- Identify – show what I know
- Incorporate – correctly use

**Key Terms Defined:**

- Adverb – a word that describes a verb, adjective, or another adverb; tells how, when, where, why, how often, or how much

**Teacher Speak:**

Students can identify (show what they know) and incorporate (use correctly) adverbs in the writing process.

**Student Speak:**

I can show what I know (identify) and correctly use(incorporate) adverbs in the writing process.

**Examples:**

**Possible resources/references:**