

USD 368 Curriculum Guide

*KS Assessment

Subject: Writing

Grade/Course: Eighth Grade

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

Indicator

The student...

1. Understands and develops a focused written piece that includes plot elements (e.g. initiating event, rising and falling action, climax, conflict, setting, character development, resolution). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Clearly defines the main idea with selection of relevant details from a variety of sources. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Understands and independently uses appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
6. Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution. (Organization: prewriting, drafting, revising: N,E,T,P)
7. Selects transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
8. Selects original and compelling vocabulary and/or figurative language appropriate for the purpose and audience. (Voice: prewriting, drafting, revising: N,E,T,P)
9. Selects words that are suitable and precise that create appropriate imagery. (e.g. explicit nouns, vivid verbs, natural modifiers) (Word Choice: prewriting, drafting, revising: N,E,T,P)
10. Includes vocabulary particular to the topic and provides ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
11. Varies sentence structures and lengths (e.g. simple, compound, complex, compound-complex). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
12. Creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
13. Discriminates between the effective and ineffective use of sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
14. Writes using dialogue effectively, sounding conversational and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. *Indicator not at this grade level.*
16. Uses correct mechanics and punctuation (e.g. use of hyphens, dashes, ellipsis). (Conventions: prewriting, drafting, revising: N,E,T,P)
17. Uses correct grammar and usage, which may be manipulated for stylistic effect that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
18. Spells familiar and most unfamiliar words correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)

19. Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The student writes expository text using the writing process.

Indicator

The student ...

1. ▲ Develops one main idea and/or a thesis statement. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. ▲ Clearly defines the main idea with selection of relevant, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. ▲ Uses (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece (e.g. 3rd person pronouns in research). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. ▲ Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. ▲ Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content, prewriting, drafting, revising: N,E,T,P)
6. ▲ Cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. ▲ Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
8. ▲ Understands and independently uses appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
9. ▲ Develops a cohesive piece that contains an engaging introduction, a body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P)
10. ▲ Arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
11. ▲ Selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
12. ▲ Selects original and compelling vocabulary and/or figurative language to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)
13. ▲ Selects words that are suitable and precise creating appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: (N,E,T,P)
14. ▲ Defines and uses specialized vocabulary particular to the subject/topic providing ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)
15. ▲ Varies sentence structures and lengths making the reading pleasant and natural (e.g. simple, compound, complex, compound-complex). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
16. ▲ Creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. ▲ *Indicator not at this grade level.*
18. ▲ Uses correct mechanics and punctuation (e.g. hyphens, dashes, ellipsis). (Conventions: prewriting, drafting, revising: N,E,T,P)
19. ▲ Uses correct grammar and usage which may be manipulated for stylistic effect, contributing to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)

20. ▲ Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check) (Conventions: prewriting, drafting, revising: N,E,T,P)
21. ▲ Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

Indicator

The student...

1. Develops a technical text focused on one main purpose. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Clearly defines the main idea with selection of concise, logical details that meet the reader's informational needs.
3. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Constructs and bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. Understands and independently uses appropriate strategies to generate technical text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
7. Organizes information within in each section, paragraph, list or graphic in a logical and effective sequence to meet the reader's informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)
8. Writes a complete piece with a useful introduction, a relevant or sequential body, and an appropriate conclusion. (Organization: prewriting, drafting, revising: N,E,T,P)
9. Selects appropriate transitions to connect ideas within the piece (e.g. enumerated list, bullets, headings, subheadings, complex outlining elements). (Organization: prewriting, drafting, revising: N,E,T,P)
10. Writes with an awareness of purpose and audience (e.g. letters, reports, directions, graphics, charts, maps, tables, brochures, electronic presentation, newsletters, job searches, memos, fliers, e-mails). (Voice: prewriting, drafting, revising: N,E,T,P)
11. Writes so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)
12. Selects words that convey the writer's message plainly and concisely (e.g. technical terms, jargon). (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. Selects words appropriate for the intended task/format (e.g. persuasive, if persuading: Informational, if informing, etc.). (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. Writes concise sentences or phrases that make the point clear. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. Punctuates correctly (e.g. hyphens, dashes, ellipsis). (Conventions: prewriting, drafting, revising: N,E,T,P)
16. Uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
17. Spells words correctly and uses available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,C,T,P)
18. Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations). (Conventions: prewriting, drafting, revising: T)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The student writes persuasive text using the writing process.

Indicator

The student...

1. Asserts an arguable proposition or opinion (thesis statement). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
2. Uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. 1st person in editorial). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
3. Develops details necessary to expand the main topic in a balanced format supporting the writer's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
4. Anticipates the reader's question(s) and provides balance with a counter-argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
5. Practices building a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
6. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
7. Understands and independently uses appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)
8. Develops a cohesive piece that contains an engaging introduction, an appropriate body that reinforces the reader's position, and a conclusion that reinforces the thesis statement and the original proposition. (Organization: prewriting, drafting, revising: N,E,T,P)
9. Arranges information within each paragraph in a logical and effective sequence to persuade the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)
10. Selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)
11. Selects vocabulary and figurative language that conveys a particular tone and personality (e.g. humor, suspense, cynicism, sarcasm, originality, and liveliness). (Voice: prewriting, drafting, revising: N,E,T,P)
12. Uses language that is appropriate for persuasive writing and easy for the audience to understand. (Word Choice: prewriting, drafting, revising: N,E,T,P)
13. Practices using words that are suitable, precise, and create imagery (e.g. specific nouns, powerful verbs, vivid modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)
14. Varies sentence structures and lengths making the reading pleasant and natural (e.g. simple, compound, complex, compound-complex). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
15. Creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,D,T,P)
16. Discriminates between the effective and ineffective use of sentence fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)
17. Punctuates accurately (e.g. hyphens, dashes, ellipsis). (Conventions: prewriting, drafting, revising: N,E,T,P)
18. Uses correct grammar and usage, which may be manipulated for stylistic effect, which contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)
19. Spells familiar and most unfamiliar words correctly utilizing available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)
20. Indents paragraphs to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)