Grade Level Expectations

Grade 8 Writing Standard Matrix

Literature Standards	Academic Activities	Assessment
W–8–1 Students demonstrate command of the structures of sentences, paragraphs, and text by… W–8–1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) W–8–1.2 Using the paragraph form: indenting, main idea, supporting details W–8–1.3 Recognizing organizational structures ***within*** paragraphs or ***within*** texts W—8—1.4 Applying a format and text structure appropriate to the purpose of the writing	▪	
W–8–2 In response to literary or informational text, students show understanding of plot /ideas/concepts by… **W–8–2.1 Selecting and summarizing key ideas to set context** W–8–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas	▪	
W–8–3 In response to literary or informational text, students make and support analytical judgments about text by… W–8–3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question W–8–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft W–8–3.3 Using specific details and references to text or relevant citations to support focus or judgment W–8–3.4 Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)		
W–8–4 In written narratives, students organize and relate a story line/plot/series of events by… W–8–4.1 Creating a clear and coherent (logically consistent) story line W–8–4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view W–8–4.3 Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, words/phrases) to enhance meaning		
W–8–5 Students demonstrate use of narrative strategies by… W–8–5.1 Creating images, using details and sensory language to advance the plot/story line W–8–5.2 Using dialogue to advance plot/story line W–8–5.3 Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate W–8–5.4 Using voice appropriate to purpose W–8–5.5 Maintaining focus W–8–5.6 Controlling the pace of the story		
W–8–5 Students demonstrate use of narrative strategies by… W–8–5.1 Creating images, using details and sensory language to advance the plot/story line (Local) W–8–5.2 Using dialogue to advance plot/story line (Local) W–8–5.3 Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (Local) W–8–5.4 Using voice appropriate to purpose W–8–5.5 Maintaining focus (Local) W–8–5.6 Controlling the pace of the story (Local)		

Grade Level Expectations

Grade 8 Writing Standard Matrix

Literature Standards	Academic Activities	Assessment
W–8–6 In informational writing, students organize ideas/concepts by … W–8–6.1 Using an organizational text structure appropriate to focus/controlling idea W–8–6.2 Selecting appropriate information to set context, which may include a lead/hook W–8–6.3 Using transition words or phrases appropriate to organizational text structure W–8–6.4 Drawing a conclusion by synthesizing information	▪	
W–8–7 In informational writing,, students effectively convey purpose by… W–8–7.2 Stating and maintaining a focus/controlling idea/thesis W–8–7.3 Writing with a sense of audience, when appropriate W–8–7.4 Establishing an authoritative voice	▪	
W–8–8 **In informational writing, students demonstrate use of a range of elaboration strategies by …** W–8–8.2 Including facts and details relevant to focus/controlling idea, and excluding extraneous information W–8–8.3 Including sufficient details or facts for appropriate depth of information*:* naming, describing, explaining, comparing, use of visual images W–8–8.4 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) W–8–8.5 Commenting on the significance of the information, when appropriate		
W–8–9 In independent writing, students demonstrate command of appropriate English conventions by… W–8–9.1 Applying rules of standard English usage to correct grammatical errors W–8–9.2 Applying capitalization rules W–8–9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning W–8–9.5 Applying conventional and word-derivative spelling patterns/rules derivation		

Grade Level Expectations

Grade 7 Writing Standard Matrix

Literature Standards	Academic Activities	Student Performance