

## Grade 8 • Claim 2 • Writing Targets

Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

- 1a Write Brief Texts:** Apply **narrative** techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).  
DOK 3
- 1b Revise Brief Texts:** Apply **narrative** techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).  
DOK 2
- Standards:**
- W-3a** 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.
- W-3b** Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.
- W-3c** 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.
- W-3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W-3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 2 Compose Full Texts:** Write full **narrative** texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).  
DOK 4
- Standards:**
- W-3a** 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.
- W-3b** Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.
- W-3c** 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.
- W-3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W-3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W-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.
- W-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 conclusions of others while avoiding plagiarism and following a standard format for citation.
- W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Students can produce effective writing for a range of purposes and audiences.

### Writing Targets

**3a Write Brief Texts:** Apply a variety of strategies when writing one or more paragraphs of **informational/explanatory** text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

DOK 3

**3b Revise Brief Texts:** Apply a variety of strategies when revising one or more paragraphs of **informational/explanatory** text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

DOK 2

#### Standards:

**W-2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., readings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W-2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W-2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W-2e** Establish and maintain a formal style.

**W-2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### Writing Targets

**4 Compose Full Texts:** Write full **explanatory** texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

DOK 4

#### Standards:

**W-2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., readings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W-2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W-2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W-2e** Establish and maintain a formal style.

**W-2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W-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.

**W-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 conclusions of others while avoiding plagiarism and following a standard format for citation.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**5 Use Text Features: [Not assessed in summative assessment]** Employ text features and visual components appropriate to purpose and style.

DOK 2

#### Standards:

**W-2a** 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.

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### Writing Targets

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**6a Write Brief Texts:** Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 3

Standards: W-1a–e, 9

**6b Revise Brief Texts:** Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 2

Standards: W-1a–e

#### Standards:

**W-1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**W-1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W-1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**W-1d** Establish and maintain a formal style.

**W-1e** Provide a concluding statement or section that follows from and supports the argument presented.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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### Writing Targets

**7 Compose Full Texts:** Write full **arguments** about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented.

DOK 4

#### Standards:

**W-1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**W-1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W-1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**W-1d** Establish and maintain a formal style.

**W-1e** Provide a concluding statement or section that follows from and supports the argument presented.

**W-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W-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.

**W-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 conclusions of others while avoiding plagiarism and following a standard format for citation.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**8 Language and Vocabulary Use:** Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

DOK 1, 2

#### Standards:

**W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W-3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**L-3a** Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

**L-6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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### Writing Targets

**9 Edit:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.

DOK 1, 2

**Standards:**

**L-1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L-2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L-3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**10 Technology: [Not assessed in summative assessment]** Use tools of technology to gather information, make revisions, or produce texts.

DOK 1

**Standards:**

**W-6** Use technology, including the Internet, to produce and publish writing and to present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.