8th Grade Academic Content Standards for English Language Arts

Standard:	**Writing Processes**		
Organizer	Grade Level Indicator (Note: Walnut Indicators displayed in bold uppercase)	Class Code	Implementation Plan
Prewriting	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.		• Prepare to write a fully developed 5 paragraph essay by reviewing material such as short stories, plays, and novels. • Use reader's responses or journal entries as idea generators.
	2. Conduct background reading, interviews or surveys when appropriate.		• Decide topic for literary analysis reveal theme, discuss literary devices compare and contrast works. Focus on characterization for character analysis.
	2a. USE APPROPRIATE PRE-WRITING TECHNIQUES TO ORGANIZE WRITING		• Brainstorming, clustering (KWL sheets), and informal and formal outlines.
	3. Establish a thesis statement for informational writing, **LITERARY ANALYSIS**, or a plan for narrative writing **AND A FOCUS FOR REFLECTIVE WRITING**.		• Write a fully developed thesis statement that organizes a 5 paragraph essay.

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	4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.		• Decide on a point of view and voice for essays and writing. • List methods and examples to achieve this choice.
	5. Use organizational strategies (e.g., notes and outlines) to plan writing.		• Use appropriate strategies to fit writing assignments including webs, lists, outlines (including both sentence and topic formats) note cards or bibliography sheets that are properly cited with source information.
Drafting, Revising and Editing	6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing		• Include editing models and peer editing opportunities.
	6a. COMPOSE A THESIS STATEMENT WHEN WRITING EXPOSITORY, ANALYTICAL, PERSUASIVE, OR REFLECTIVE ESSAYS, AND REPORTS. THE THESIS SHOULD PROVIDE A CLEAR STATEMENT THAT ORGANIZES THE WRITING AND IS SUPPORTED WITHIN THE COMPOSITION		• Use writers' conferences with teacher, writing partners, and writing groups, to facilitate the writing process.
	7. Vary simple, compound and complex sentence structures, as well as syntax.		• Use writing books for ideas and examples; use actual literature as models.

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	8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.		• Write developed paragraphs, typically at least 5 sentences long.
	9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. **BEGIN TO DEVELOP PERSONAL STYLE AND VOICE.**		• Eliminate repetition in sentence structure and word choice.
	9a. USE TRANSITIONS TO IMPROVE STYLE AND FLOW.		• Focus on unity and clarity by requiring topic sentences. • Have student reiterate the thesis statement.
	10. Use available technology to compose text.		• Library and computer labs.
	11. Reread and analyze clarity of writing and consistency of point of view.		• Peer editing.

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	12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.		• Respond to suggestions offered during writer's conference with teacher or writing partner.
	13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.		•
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.		•
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.		•
	16. Apply tools (e.g., rubric, checklist, feedback, or **MODEL PAPERS**) to judge the quality of writing.		•

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Publishing	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.		• Write and send letters to the editor. Send essays, poems, and short stories to student publications and or contests.