

AUGS Writing/Language 8th Grade Handbook

2018-2019



Table of Contents

Section 1: Argument Writing

- Slides 4-8

Section 2: Informative/Explanatory Writing

- Slides 9-13

Section 3: Narrative Writing

- Slides 14-18

Section 4: Grammar and Conventions

- Slides 20-21

Writing - 8th Grade District Expectations

Argumentative Writing

8th Grade

W.8.1 Write arguments to support claims with clear reasons and relevant evidence

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Argumentative Writing Checklist

- Includes an introductory paragraph, 2-3 body paragraphs and a concluding paragraph
- Introduces the topic with an effective hook and orients reader to the topic
- Introduces a focused claim that addresses the prompt and supports one side of the argument ([Title, Hook, and Closing resource](#))
- Previews reasons in the introduction to create a logical organization
- Supports claim with logical reasoning and relevant evidence and analysis
- Uses accurate, credible sources
- Uses words and phrasing to connect claim/s, counterclaims, reasons and evidence. ([transitional words](#))
- Acknowledges opposing claims
- Provides a conclusion that restates the claim and gives a powerful, reflective closing thought or connects to the hook ([Title, Hook, and Closing resource](#))
- Uses a formal style - no personal pronouns (i.e., you, I, me, my, your)

Language Conventions Checklist

- Spells grade-appropriate words and topic words correctly, consulting references as needed
- Writes in complete and varied sentences
- Varies sentence patterns
- Appropriately uses pronouns and verbs (i.e., active and passive voice)
- Uses concise and precise writing consistent in style and tone
- Uses correct capitalization and end punctuation
- Appropriately uses commas for words in a series, dialogue, quotations, separation of introductory elements from the rest of the sentence (i.e., *At this time in history,*) and to separate coordinate adjectives (i.e., *It was a fascinating, enjoyable movie.*)
- Uses punctuation (comma, ellipsis, dash) to correctly separate words in writing
- Uses apostrophes for possessives
- Cites sources correctly following MLA (Smith 54)
- Use underlining, quotation marks, or italics to indicate titles of works, as appropriate



Criteria	Exceeds Expectations			Meeting			Approaching			Still Developing		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
Introductory Paragraph	Introduces topic with an effective hook											
	Orients the reader to the topic											
	States claim in a thesis statement											
	Previews reasons											
Body Paragraphs	Provides topic sentences with logical reasoning											
	<u>Supports</u> claim with accurate and <u>relevant evidence</u>											
	Supports evidence and claim with sufficient analysis											
	Introduces opposing viewpoint as a counterclaim and refutes it as applicable (7 th & 8 th grade only)											
Conclusion Paragraph	Restates the claim											
	Writes a powerful, reflective closing thought or connects to the hook											
Transitions	Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence											
Conventions	Correct spelling, capitalization, punctuation and sentence structure (grade appropriate)											
	Academic appropriate formatting (i.e., works cited, MLA format)											
	Establishes and maintains a formal style (avoids personal pronouns like <i>I, we, my, you</i> , etc.)											

Argument Example

Informational/Explanatory Writing

8th Grade

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (i.e., headings), graphics (i.e., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Information/Explanatory Writing Checklist

- Includes an introductory paragraph, 2-3 body paragraphs and a concluding paragraph
- Introduction includes an [effective hook](#), information that orients the reader to the topic, a clear thesis statement and previews reasons
- Uses a variety of techniques (i.e., headings, charts, graphics, and multimedia) to aid comprehension
- Develops the topic using well-chosen facts, definitions, concrete details, quotations, or other information and examples that are relevant
- Varies [transitions](#) within and between paragraphs to connect and clarify the relationships among ideas and concepts
- Uses precise language and domain-specific vocabulary appropriate to audience and purpose
- Uses a formal style - no personal pronouns (i.e., you, I, me, my)
- Provides a [conclusion](#) that restates the thesis and connects back to the hook or provides a powerful, reflective closing that supports the content

Language Conventions Checklist

- Spells grade-appropriate words and topic words correctly, references as needed
- Writes in complete and varied sentences
- Appropriately uses pronouns and verbs (i.e., active and passive voice)
- Uses concise and precise writing consistent in style and tone
- Uses correct capitalization and end punctuation
- Appropriately uses commas for words in a series, dialogue, quotations, separation of introductory elements from the rest of the sentence (i.e., *At this time in history,*) and to separate coordinate adjectives (i.e., *It was a fascinating, enjoyable movie.*)
- Uses punctuation (comma, ellipsis, dash) to correctly separate words in writing
- Uses apostrophes for possessives
- Cites sources correctly following MLA (Smith 54)
- Uses underlining, quotation marks, or italics to indicate titles of works, as appropriate

Criteria	Exceeds Expectations			Meeting			Approaching			Still Developing		
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3
Introductory Paragraph	Introduces topic with an effective hook											
	Orients the reader to the topic											
	Clearly states thesis statement											
	Previews what is to follow											
Body Paragraphs	Develops the topic with relevant content											
	Develops the topic using well-chosen facts, definitions, concrete details, quotes, or other information and examples that are relevant											
	Uses a variety of techniques (i.e., headings, charts) to organize ideas, concepts, and information to aid comprehension, as appropriate											
	Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose											
Conclusion Paragraph	Restates the thesis											
	Conclusion connects back to the hook or provides a powerful reflective closing											
Transitions	Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs											
Conventions	Correct spelling, capitalization, punctuation and sentence structure (grade appropriate)											
	Academic appropriate formatting (i.e., works cited, MLA format)											
	Establishes and maintains a formal style (avoids personal pronouns like <i>I</i> , <i>we</i> , <i>my</i> , <i>you</i> , etc.)											

Informative Example

Narrative Writing

8th Grade

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Narrative Writing Checklist

- Establishes a context and point of view that effectively engages and orients the reader
- [Introduces](#) a narrator and/or characters
- Organizes an event sequence that unfolds naturally and logically
- Uses narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters
- Uses a [variety of words](#), phrases, and clauses to manage the sequence of events (shifts in time or setting)
- Uses a variety of transition words, phrases and clauses within and between paragraphs to show the relationship among experiences and events
- Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provides a [conclusion](#) that follows from and reflects on the narrated experiences or events

Language Conventions Checklist

- Spells grade-appropriate words correctly, consulting references as needed
- Writes in complete and varied sentences
- Appropriately uses pronouns and verbs (i.e., active and passive voice)
- Uses concise and precise writing consistent in style and tone
- Uses correct capitalization and end punctuation
- Appropriately uses commas for words in a series, dialogue, quotations, separation of introductory elements from the rest of the sentence (i.e., *At this time in history,*) and to separate coordinate adjectives (i.e., *It was a fascinating, enjoyable movie.*)
- Uses punctuation (comma, ellipsis, dash) to correctly separate words in writing
- Uses apostrophes for possessives
- Cites sources correctly following MLA (Smith 54)
- Uses underlining, quotation marks, or italics to indicate titles of works, as appropriate



	Criteria	Exceeds Expectations	Meeting	Approaching	Still Developing
Beginning	Establishes a context and point of view that effectively engages and orients the reader (7 th & 8 th – point of view)				
	Introduces a narrator and/or character(s)				
Middle	Organizes clear event sequence that unfolds logically and naturally				
	Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters				
	Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events				
End	Provides a conclusion that follows from and reflects on the narrated experiences or events				
Transitions	Uses a variety of transitional words, phrases, and clauses within and between paragraphs to manage sequence of events (shifts in time or setting)				
	Uses a variety of transition words, phrases, and clauses to show the relationship among experiences and events (8 th grade only)				
Conventions	Correct spelling, capitalization, punctuation and sentence structure (grade appropriate)				
	Academic appropriate formatting				
	Establishes and maintains an effective style				

Narrative Example

Grammar/Conventions - 8th Grade District Expectations

Grammar and Conventions

<u>Comma Usage</u>	<u>Subject-Verb Agreement</u>	<u>Relative pronouns</u>	<u>Parts of Speech Reference Sheet</u>	<u>Basic Punctuation Rules</u>
<u>Capitalization</u>	<u>Colons and Semicolons</u>	<u>Spelling Rules</u>	<u>Ellipses</u>	<u>MLA Citation Guidelines</u>
<u>Sentence Variety</u>	<u>Apostrophes</u>	<u>Formal Writing Style</u>	<u>Types of Sentences</u>	<u>MLA Formatting</u>
<u>Pronouns</u>	<u>Punctuating Titles</u>	<u>Starting Sentences</u>		

MLA and Formatting

- [MLA Formatting Guidelines](#): Do you need to know how to format your paper according to MLA guidelines? Have you forgotten the standard heading? Get your answers and reminders here.
- [MLA Citation Guidelines](#): A set of links and videos about citing your sources and creating a Works Cited page.
- [Standards of Formal English](#): Some reminders about rules related to formal, academic writing.