



Spark a Mind & Change a Life

Kansas College and Career Ready ELA Writing Standards for Eighth Grade

Text Types and Purposes

- 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
- 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 (e.g., headings), graphics (e.g., 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
- 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 timeframe 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

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Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- W.8.5 With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- W.8.8 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.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

Language in Writing

- W.8.10 Demonstrate command of the conventions of standard English grammar and usage when writing
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects
 - b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences
 - c. Form and use verbs in the active and passive voice
 - d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
 - e. Recognize and correct inappropriate shifts in verb voice and mood
- W.8.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break
 - b. Use an ellipsis to indicate an omission
 - c. Spell correctly

Range of Writing

- W.8.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences