

Grade 8: Writing Text Types and Purposes Examples

Standards alignment:
W.8.1

Building:
Lincoln Jr. High

Grade(s):
8

Quarter taught:
1 2 3 4

Team members:
Ann Able, Bill Cable, Dr. Ira Means, Ethan Noble

Step 1

Standard:
W.8.1

Directions: Copy and paste from the vertical alignment tool.

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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to write an argument to support a claim with clear reasons and important and meaningful evidence. We will use credible sources and maintain a formal style in our writing.
- We are learning to distinguish claims from alternate, opposing claims and organize reasons and evidence logically.
- We are learning to write an argument with clear reasons and relevant evidence.
- We are learning to create a conclusion that follows from and supports the argument presented.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. The students will introduce a claim, acknowledge opposing claims and organize reasons and evidence logically.
2. The students will find relevant evidence and logical reasoning using accurate credible sources to demonstrate an understanding of the text and topic.
3. The students will add words, phrases and clauses to create cohesion and clarify the difference between claim, counterclaim, reasons and evidence.
4. The students will provide a conclusion that supports the argument presented.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Students needing additional supports could be expected to give fewer sources to demonstrate their evidence. They may only give one or two words or phrases to create cohesion between the claim and counterclaim.
- Additional opportunities:
 - Students needing additional opportunities may be asked to develop more than one counterclaim or reason and be asked to be able to argue additional reasons their claim is more relevant.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Opposing claims
- Logical reasoning
- Relevant evidence
- Cohesion
- Counterclaims
- Accurate credible sources

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.8.2

Building:
Lincoln Jr. High

Grade(s):
8

Quarter taught:
 1 2 3 4

Team members:
Ann Able, Bill Cable, Dr. Ira Means, Ethan Noble

Step 1

Standard:
W.8.2

Directions: Copy and paste from the vertical alignment tool.

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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will be able to introduce a topic with organized ideas and information using a variety of strategies such as cause and effect, compare and contrast, etc.
- We will be able to include formatting, graphics, charts and multimedia in their informational writing.
- We will be able to use appropriate transitions to create cohesion among ideas and concepts.
- We will be able to use precise language, domain-specific vocabulary and formal style in our informative writing piece.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. The students will choose a topic for an informational text and research relevant information.
2. The students will add relevant, well-chosen facts, concrete details, quotes and other information.
3. The students will add formatting, graphics, and multimedia to aid in the comprehension of their information.
4. The students will add transitions to create cohesion and clarify the relationship among ideas.
5. The students will provide a formal style to their piece and write a conclusion that supports the information presented.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - If a student needs extended time, they may be expected to write an informative piece that has basic formatting and graphics. They may be expected to include one or two transitions in their piece.
- Additional opportunities:
 - Students needing additional opportunities may be asked to create stronger quotation information and additional graphics or multimedia sources to enhance their piece.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Formatting
- Graphics
- Multimedia
- Concrete details
- Domain-specific vocabulary

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.8.3

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8

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Step 1

Standard:
W.8.3

Directions: Copy and paste from the vertical alignment tool.

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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will be able to write a narrative writing piece with an established context, point of view, narrator and characters that develop a story with a logical event sequence.
- We will be able to utilize dialogue, pacing, description and reflection to help develop experiences, events and characters
- We will be able to utilize transitions to help develop sequence and signal shifts
- We will be able to provide a conclusion that reflects on the narrated events of the story.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Students will develop a narrative story idea including context, point of view, narrator, characters and sequence of events.
2. Students will then develop their ideas to include dialogue, pacing and description to develop the story.
3. Students will add transitions and phrases and clauses, to develop sequence and signal shifts.
4. Students will add precise words, relevant descriptive details and sensory language to create experience and events.
5. Students will provide a conclusion that reflects on the narrated events.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Students will have the ability to create a narrative writing piece that includes characters and a sequence of events. The students will be able to add dialogue to develop the story.
- Additional opportunities:
 - The students will be able to add additional emphasis on the dialogue, character development and a more intricate sequence of events.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Narrative
- Point of view
- Event sequence
- Dialogue
- Pacing
- Transition words
- Signal shifts
- Sensory language
- Relevant descriptive details
- Precise words

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies: