

8th Grade Writing Performance Objectives Checklist

Kyrene School District

(from adopted KSD Writing Curriculum, 2005)

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be repeated as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

PO 1	<i>Generate ideas through a variety of activities (e.g., activate prior knowledge, discussion with other, use printed material, or other sources).</i>
PO 2	<i>Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.</i>
PO 3	<i>Determine the intended audience of a writing piece.</i>
PO 4	<i>Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</i>
PO 5	<i>Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.</i>
PO 6	<i>Establish a controlling idea appropriate to the type of writing.</i>
PO 7	<i>Use time-management strategies, when appropriate, to produce a writing product within a set time period.</i>

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft that contains the necessary elements for a specific purpose.

PO 1	<i>Use a prewriting plan to develop a draft with main idea(s) and supporting details.</i>
PO 2	<i>Organize writing into a logical sequence that is clear to the audience.</i>

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness.

(Ask: Does this draft say what you want it to say?)

PO 1	<i>Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.</i>
PO 2	<i>Add details to the draft to more effectively accomplish the purpose.</i>
PO 3	<i>Rearrange words, sentences, and paragraphs to clarify the meaning or enhance the writing style.</i>
PO 4	<i>Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</i>
PO 5	<i>Add transitional words, phrase, and/or sentences to clarify meaning or enhance the writing style.</i>
PO 6	<i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i>
PO 7	<i>Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</i>
PO 8	<i>Use resources and reference materials to select more precise vocabulary.</i>

Concept 4: Editing		
Editing includes proofreading and correcting the draft for conventions.		
	PO 1	<i>Identify capitalization, punctuation, spelling, sentence structure, grammar and usage errors in the draft.</i>
	PO 2	<i>Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i>
	PO 3	<i>Apply proofreading marks to indicate errors in conventions.</i>
	PO 4	<i>Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i>

Concept 5: Publishing		
Publishing involves formatting and presenting a final product for the intended audience.		
	PO 1	<i>Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</i>
	PO 2	<i>Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i>
	PO 3	<i>Use margins and spacing to enhance the final product.</i>
	PO 4	<i>Write legibly in manuscript and cursive.</i>

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression of writing instruction. Instructional activities may focus on just one concept or on many. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Ideas and Content		
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.		
	PO 1	<i>Use clear, focused ideas and details to support the topic.</i>
	PO 2	<i>Provide content and selected details that are well-suited to audience and purpose.</i>
	PO 3	<i>Develop a sufficient explanation or exploration of the topic.</i>
	PO 4	<i>Include ideas and details that show original perspective.</i>

Concept 2: Organization		
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.		
	PO 1	<i>Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).</i>
	PO 2	<i>Develop a strong beginning or introduction that draws in the reader.</i>
	PO 3	<i>Create an ending that provides a sense of resolution or closure.</i>
	PO 4	<i>Place details appropriately to support the main idea.</i>
	PO 5	<i>Include effective transitions among all elements (sentences, paragraphs, ideas).</i>
	PO 6	<i>Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i>

Concept 3: Voice		
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.		
	PO 1	<i>Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>
	PO 2	<i>Convey a sense of identity through sincerity, liveliness, or humor appropriate to topic and type of writing.</i>
	PO 3	<i>Use language appropriate for the topic and purpose.</i>
	PO 4	<i>Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose.</i>

Concept 4: Word Choice		
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.		
	PO 1	<i>Use accurate, specific, powerful words that effectively convey the intended message.</i>
	PO 2	<i>Use words and phrases that consistently support style and type of writing.</i>
	PO 3	<i>Use vocabulary that is original, varied, and natural.</i>
	PO 4	<i>Use literal and figurative language when appropriate to purpose.</i>

Concept 5: Sentence Fluency		
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.		
	PO 1	<i>Write simple, compound, and complex sentences.</i>
	PO 2	<i>Write sentences that flow together and sound natural when read aloud.</i>
	PO 3	<i>Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.</i>
	PO 4	<i>Use effective and natural dialogue when appropriate.</i>

Concept 6: Conventions		
Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.		
	PO 1	<i>Use capital letters for:</i> <ol style="list-style-type: none"> a. <i>proper nouns</i> <ol style="list-style-type: none"> 1. <i>holidays</i> 2. <i>product names</i> 3. <i>languages</i> 4. <i>historical events</i> 5. <i>organizations</i> 6. <i>academic courses (e.g., algebra/Algebra I)</i> 7. <i>regional names (e.g., West Coast)</i> b. <i>words used as names (e.g., Grandpa, Aunt Lyn)</i> c. <i>literary titles (i.e., book, story, poem, play, song)</i> d. <i>titles</i> e. <i>acronyms</i> f. <i>proper adjectives</i> g. <i>sentence beginnings</i> h. <i>direct quotations</i> i. <i>acronyms</i> j. <i>cultures</i>

PO 2	<p><i>Use commas to correctly punctuate:</i></p> <ul style="list-style-type: none"> a. <i>items in a series</i> b. <i>greetings and closings of letters</i> c. <i>introductory words and clauses</i> d. <i>direct address</i> e. <i>interrupters</i> f. <i>compound sentences</i> g. <i>appositives</i> h. <i>dates</i> i. <i>city and state in address</i> j. <i>separate phrases</i> k. <i>quotations</i> l. <i>coordinating conjunctions and adjectives within sentences</i>
PO 3	<p><i>Use quotation marks to punctuate:</i></p> <ul style="list-style-type: none"> a. <i>dialogue</i> b. <i>titles of short works (e.g., chapter, story, article, song, poem)</i> c. <i>exact words from sources</i>
PO 4	<i>Use colons to punctuate business letter salutations.</i>
PO 5	<i>Use semicolons to connect independent clauses.</i>
PO 6	<i>Use common spelling patterns and generalizations to spell words correctly.</i>
PO 7	<p><i>Use apostrophes to punctuate:</i></p> <ul style="list-style-type: none"> a. <i>contractions</i> b. <i>singular possessives</i> c. <i>plural possessives</i>
PO 8	<i>Spell high-frequency words correctly.</i>
PO 9	<i>Use homonyms correctly in context.</i>
PO 10	<i>Use resources to spell correctly.</i>
PO 11	<i>Use paragraph breaks to indicate an organizational structure.</i>
PO 12	<p><i>Use the following parts of speech correctly in simple sentences:</i></p> <ul style="list-style-type: none"> a. <i>nouns</i> b. <i>action/linking verbs</i> c. <i>personal pronouns</i> d. <i>adjectives</i> e. <i>adverbs</i> f. <i>conjunctions</i> g. <i>simple/complete subject</i> h. <i>simple/complete predicate</i> i. <i>prepositions</i> j. <i>interjections</i>
PO 13	<i>Use subject/verb agreement in simple and compound sentences.</i>
PO14	<i>Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</i>

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills and ultimately to improve their understanding of content area concepts.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

	PO 1	<i>Write a narrative that includes:</i> <ul style="list-style-type: none">a. <i>an engaging plot based on imagined or real ideas, observations, or memories of an event or experience</i>b. <i>effectively developed characters</i>c. <i>a clearly described setting</i>d. <i>dialogue, as appropriate</i>e. <i>figurative language or descriptive words and phrases to enhance style and tone</i>
	PO 2	<i>Write in a variety of expressive forms (e.g., poetry, skit) that, according to type of writing, employ:</i> <ul style="list-style-type: none">a. <i>figurative language or descriptive words and phrases to enhance style and tone</i>b. <i>rhythm</i>c. <i>dialogue</i>d. <i>characterization</i>e. <i>plot</i>f. <i>appropriate format</i>g. <i>poetic devices (e.g., alliteration, imagery, assonance, consonance, repetition, verse, end rhyme, and internal rhyme).</i>

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

	PO 1	<i>Record information (e.g., observations, notes, lists, charts, map labels, and legends) related to the topic.</i>
	PO 2	<i>Write a summary, based on the information gathered, that includes:</i> <ul style="list-style-type: none">a. <i>a topic sentence</i>b. <i>supporting details</i>c. <i>relevant information</i>d. <i>the use of own words except for quoted material</i>e. <i>conclusion</i>
	PO 3	<i>Write an expository essay (e.g., process essay) that includes:</i> <ul style="list-style-type: none">a. <i>a thesis statement</i>b. <i>supporting details</i>c. <i>introductory, body, and concluding paragraphs</i>

Concept 3: Functional		
Functional writing provides specific directions or information related to real-world tasks. This includes letters memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.		
	PO 1	<i>Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</i>
	PO 2	<i>Write a friendly letter that includes a:</i> <i>a. heading</i> <i>b. salutation</i> <i>c. body</i> <i>d. closing</i> <i>e. signature</i>
	PO 3	<i>Address an envelope for correspondence that includes:</i> <i>a. an appropriate return address</i> <i>b. an appropriate recipient address</i>
	PO 4	<i>Write a formal letter, using various business letter formats, that includes a:</i> <i>a. heading</i> <i>b. inside address</i> <i>c. salutation</i> <i>d. body</i> <i>e. closing</i> <i>f. signature</i> <i>g. printed name</i>

Concept 4: Persuasive		
Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.		
	PO 1	<i>Write a persuasive text (e.g., essay, paragraph, written communications) that:</i> <i>a. establishes and develops a controlling idea</i> <i>b. supports arguments with detailed evidence</i> <i>c. includes persuasive techniques</i> <i>d. excludes irrelevant information</i> <i>e. attributes sources of information when appropriate</i>

Concept 5: Literary Response		
Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.		
	PO 1	<i>Write a response to literature that:</i> <i>a. presents several clear ideas</i> <i>b. supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media</i> <i>c. relates own ideas to supporting details in a clear and logical manner</i> <i>d. provides support adequate to the literary selection (e.g., short poem vs. novel)</i>

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

	PO 1	<i>Write an informational report that includes:</i> <ul style="list-style-type: none"><i>a. a focused topic</i><i>b. appropriate facts and relevant details from credible sources</i><i>c. a logical sequence</i><i>d. a concluding statement</i><i>e. a list of sources used</i><i>f. the incorporation of notes into a finished product</i>
	PO 2	<i>Write a summary of information from sources (e.g., encyclopedias, websites, experts) that includes:</i> <ul style="list-style-type: none"><i>a. paraphrasing to convey ideas and details from the source</i><i>b. main idea(s) and relevant details</i><i>c. the incorporation of notes into a finished product</i>