

## Writing Standards Common Core Standards for Literacy

**1) After reading the standard, underline nouns and circle verbs. 2) Using the verbs, craft the “I Can” statement(s). 3) Note any relevant vocabulary necessary for achieving the standard.**

Common Core Standards	Converted/Unpacked Standards “I Can” Statements (Student-Centered)	Vocabulary
<b>W.8.1</b> – Write arguments to support claims with clear reasons and relevant evidence.	I can... Support my claims with arguments, reasons and evidence.	Claims Relevant Evidence
<b>W.8.1a</b> – Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	I can... Make a claim; then, acknowledge and distinguish alternate/differing claims  Organize my evidence and reasons logically.	Acknowledge Distinguish Opposing Logically
<b>W.8.1b</b> – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	I can... Demonstrate an understanding of the text through the following: Support a claim with evidence, and logical reasoning from accurate and credible sources.	Logical Reasoning Relevant Evidence Accurate Credible
<b>W.8.1c</b> – Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	I can... Use words, phrases, and clauses that clarify the relationships among my claims and alternate claims.	Cohesion Clarify Counterclaims Evidence

<p><b>W.8.1d</b> – Establish and maintain a formal style.</p>	<p>I can... Keep my formal style throughout my writing.</p>	
<p><b>W.8.1e</b> – Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>I can... Write a related conclusion that supports my argument.</p>	<p>Concluding Argument</p>
<p><b>W.8.2</b> – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>I can... Write informative/explanatory texts to examine a topic. Show ideas, concepts and information. Select, organize and analyze relevant content.</p>	<p>Informative Explanatory Convey Concepts Analysis Relevant</p>
<p><b>W.8.2a</b> – 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.</p>	<p>I can... Introduce a topic previewing the content Use multiple strategies to organize information Use charts, pictures, headings, etc. to organize</p>	<p>Previewing Concepts Formatting Multimedia Comprehension</p>
<p><b>W.8.2b</b> – Develop the topic with relevant facts, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>I can... Support the topic with facts, details, quotes and examples</p>	<p>Relevant Quotations</p>

<p><b>W.8.2c</b> – Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>I can... Use transitions</p>	<p>Appropriate Varied Cohesion Clarify Concepts</p>
<p><b>W.8.2d</b>- Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>I can... Support the topic with facts, details, quotes and examples Use transitions</p>	<p>Precise Domain-specific Vocabulary</p>
<p><b>W.8.2e</b> – Establish and maintain formal style.</p>	<p>I can... Use descriptive vocabulary</p>	<p>Establish Maintain</p>
<p><b>W.8.2f</b> – Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>I can... Make a concluding statement</p>	<p>Concluding Supports Explanation Presented</p>
<p><b>W.8.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>I can... Write a narrative paper</p>	<p>Narratives Imagined Experiences Effective Technique</p>
<p><b>W.8.3a</b> – Engage and orient the reader by establishing</p>	<p>I can...</p>	<p>Engage</p>

<p>a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Develop a narrator and/or characters Develop point of view</p>	<p>Establishing Context Narrator Organize Sequence Naturally Logically</p>
<p><b>W.8.3b</b> – Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>I can... Develop a plot Use dialogue</p>	<p>Narrative Techniques Dialogue Pacing Description Experiences Characters</p>
<p><b>W.8.3c</b> – 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.</p>	<p>I can... Use transitions to show relationships</p>	<p>Variety Clauses Convey Sequence</p>
<p><b>W.8.3d</b> – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>I can... Use descriptive vocabulary and sensory language</p>	<p>Precise Relevant Sensory Capture convey</p>

<p><b>W.8.3e</b> – Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>I can... Provide a conclusion</p>	<p>Conclusion Reflects Narrated Experiences</p>
<p><b>W.8.4</b> – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>I can... Develop grade-level appropriate writing</p>	<p>Coherent Development Organization Appropriate Audience</p>
<p><b>W.8.5</b> – With some guidance and support from peers and adults, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p>	<p>I can... Use revision strategies Use editing strategies Revise for a specific purpose and audience Draft – NDCT October 2011 7 well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) Use feedback from teachers and/or peers</p>	<p>Guidance Revising Audience Conventions</p>
<p><b>W.8.6</b> – Use technology, including the Internet, to produce and publish writing and present the relationships between information to and ideas efficiently as well as to interact and collaborate with others.</p>	<p>I can... Use technology to publish writing Show relationships between information and ideas Use technology to collaborate</p>	<p>Technology Publish Relationships Efficiently Interact Collaborate</p>

<p><b>W.8.7</b> – Conduct short research projects to answer a question (including self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>Do a research project</li> <li>Use several sources to answer question</li> <li>Generate focused questions for research</li> </ul>	<p>Conduct Generating Additional Focused Avenues Exploration</p>
<p><b>W.8.8</b> – 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.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>Find information from print sources</li> <li>Find information from digital sources</li> <li>Use search terms</li> <li>Define credible</li> <li>Decide if a source is credible</li> <li>Define plagiarism</li> <li>Paraphrase information</li> <li>Include quotes</li> <li>Cite sources</li> <li>Produce a bibliography</li> </ul>	<p>Relevant Effectively Assess Credibility Accuracy Paraphrase Plagiarism Citation</p>
<p><b>W.8.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>Use pieces from literary texts to support my writing</li> <li>Use pieces from informational texts to support my writing</li> </ul>	<p>Evidence Literary Informational Analysis Reflection Research</p>
<p><b>W.8.9a</b> – Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>Use pieces from literary texts to support my writing</li> </ul>	<p>Analyze Fiction Traditional Religious Including</p>

<p>rendered new”).</p>		<p>Describing</p>
<p><b>W.8.9b</b> – Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the arguments and specific claims in a text, assessing whether the reasoning is sound and the evidence relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>I can... Use pieces from informational texts to support my writing</p>	<p>Literary Nonfiction Evaluate Arguments Specific Evidence Relevant Sufficient Recognize Irrelevant Evidence</p>
<p><b>W.8.10</b> – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>I can... Write for many reasons</p>	<p>Routinely Extended Research Reflection Revision Disciple-specific Audiences</p>