Simplify Writing®

# 8th Grade Yearly Sequence

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| **August**<br>Personal Narrative | •Think about what it means to be a good friend. Write a narrative about a time you demonstrated the qualities of a good friend to someone else OR about a time someone else demonstrated those qualities to you. Use first person point of view, sensory details, and dialogue to tell your story. |
| **September**<br>Explanatory | • It is often said that people need at least eight hours of sleep per night. Explain how sleep impacts a person's brain or ability to learn. |
| **October**<br>Argumentative<br>Literature Analysis | •Choose a story or poem you've read recently. Write an essay analyzing the figurative language in the text, using evidence from the text to illustrate how the author enriches descriptions and deepens emotions. |
| **November**<br>Informational<br>Science Focus | •Scientific progress has changed the way people live, but it has also had negative effects on the environment. Choose one way that people are trying to solve an environmental issue and write an informative essay describing the development, purpose, and importance of that process. |
| **December**<br>Explanatory<br>Compare/Contrast | • Compare and contrast a myth with a modern retelling of the same story. Analyze how the retelling touches on similar details and themes, how it differs, and how it adds something new. |
| **January**<br>Argumentative | •There are a lot of opinions about how to best prepare students for life after high school. Which do you think is more important for students to learn before graduating, how to complete household chores or how to create a budget? |
| **February**<br>Informational<br>Social Studies Focus | •American history is filled with stories of individuals who chose to fight for what they believed in. Choose one champion of equal rights that you are interested in. Write an informational essay that uses what you already know and research you've completed to inform about their background, cause, & lasting impact. |
| **March**<br>Argumentative | •Congress is in charge of creating a national budget to determine where money should be spent in the interest of the country. Use research to write an argumentative essay that answers the question: Which program from the reference text is the best choice for government spending & why? |
| **April**<br>Creative Narrative | •Your main character is home alone when an unexpected power outage occurs. Write a story about their experience & a conflict that might occur. This story can be written in any fictional genre, & should include dialogue, sensory details, & at least one flashback. |
| **May**<br>Argumentative<br>Poetry Analysis | •Poets share their emotions with their readers in different ways. Compare the differences in structure of a pair of poems with similar themes. Which poem's structure is more effective at conveying the meaning (mood/theme) of the poem? |

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# Simplify Writing - Yearly Standards Sequence – 8th Grade

| Standard Strand | Standard | August-Personal Narrative | September-Explanatory | October-Argumentative (Literature Analysis) | November-Informational (Science) | December – Explanatory Compare/Contrast | January-Argumentative | February-Informational (Social Studies) | March-Argumentative | April-Creative Narrative | May-Argumentative (Poetry Analysis) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| W.8.1<br><br>Write arguments to support claims with clear reasons and relevant evidence | W.8.1.A - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | | | x | | | x | | x | | x |
| | W.8.1.B – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | | | x | | | x | | x | | x |
| | W.8.1.C – Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | | | x | | | x | | x | | x |
| | W.8.1.D – Establish and maintain a formal style. | | | x | | | x | | x | | x |
| | W.8.1.E - Provide a concluding statement or section that follows from and supports the argument presented. | | | x | | | x | | x | | x |
| W.8.2<br><br>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | W.8.2.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. | | x | | x | x | | x | | | |
| | W.8.2.B – Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | | x | | x | x | | x | | | |
| | W.8.2.C – Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | | x | | x | x | | x | | | |
| | W.8.2.D – Use precise language and domain-specific vocabulary to inform about or explain the topic. | | x | | x | x | | x | | | |
| | W.8.2.E - Establish and maintain a formal style. | | x | | x | x | | x | | | |
| | W.8.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented. | | x | | x | x | | x | | | |
| W.8.3<br><br>Narratives (full standard on next page) | W.8.3.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. | x | | | | | | | | x | |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| W.7.3 (CONTINUED)<br><br>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | W.8.3.B – Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | x | | | | | | | | x | |
| | W.8.3.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. | x | | | | | | | | x | |
| | W.8.3.D –Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | x | | | | | | | | x | |
| | W.8.3.E - Provide a conclusion that follows from and reflects on the narrated experiences or events. | x | | | | | | | | x | |
| Production & 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. | x | x | x | x | x | x | x | x | x | x |
| | W.8.5 – 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. | x | x | x | x | x | x | x | x | x | x |
| | 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. | x | x | x | x | x | x | x | x | x | x |
| 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. | | x | | x | | x | x | x | | |
| | 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. | | x | | x | | x | x | x | | |
| | W.8.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research. | | x | x | x | x | x | x | x | | x |
| Range of Writing | W.8.10 – 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. | x | x | x | x | x | x | x | x | x | x |

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