

Course Syllabus

Language Arts, Writing-Grade 8

Morgan County Curriculum 4.1 Middle Sch., Final
Morgan County School District

Writing Content (30%)

- The learner will be able to establish and maintain a focused purpose to communicate with an authentic audience by:
 - * Narrowing the topic to create a specific purpose for writing.
 - * Establishing a controlling idea, theme or conclusion about the topic.
 - * Choosing a perspective authentic to the writer.
 - * Analyzing and addressing the needs of the intended audience.
 - * Adhering to the characteristics of the form.
 - * Applying a suitable tone.
 - * Allowing voice to emerge when appropriate.
- The learner will be able to in Reflective Writing:
 - * Evaluate personal progress toward meeting goals in literacy skills.
 - * Analyze and address needs of the intended audience.
 - * Sustain a suitable tone or appropriate voice.
- The learner will be able to in Personal Expressive Writing:
 - * Communicate the significance of the writer's life experience by narrating about life events, relationships, or central ideas.
 - * Apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).
 - * Sustain point of view.
 - * Sustain a suitable tone or appropriate voice.
- The learner will be able to in Literary Writing:
 - * Communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary)
 - * Apply characteristics of the selected form (e.g., short story, play/script, poem).
 - * Sustain point of view.
 - * Sustain a suitable tone or appropriate voice.
 - * Apply a fictional perspective in literary writing when appropriate.
- The learner will be able to in Transactive Writing:
 - * Communicate a purpose through informing, persuading, or analyzing.
 - * Develop an effective angle to achieve purpose.
 - * Communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece.
 - * Apply characteristics of the selected form (e.g., letter, feature article, editorial, speech)
 - * Sustain a suitable tone.
 - * Allow voice to emerge when appropriate.
- The learner will be able to support main ideas and deepen the audience's understanding of purpose by:
 - * Developing logical, justified, and suitable explanations.
 - * Providing relevant elaboration.
 - * Explaining related connections or reflections.
 - * Applying idea development strategies appropriate to the form.
- The learner will be able to in Reflective Writing:
 - * Develop the connection between literacy skills (reading and writing) and understanding of content knowledge.
 - * Describe own literacy skills, strategies, processes or areas of growth.
 - * Analyze own decisions about literacy goals.
 - * Evaluate own strengths and areas for growth.
 - * Support claims about self.
- The learner will be able to in Personal Expressive/Literary Writing:
 - * Communicate theme/main idea through use of literary elements appropriate to the genre;
 - Develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate.
 - Develop plot/story line appropriate to the form.
 - Develop an appropriate setting, mood, scene, image, or feeling.
 - * Apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.
 - * Incorporate reflection, insight, and analysis when appropriate.

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Writing Structure (25%)

- The learner will be able to create unity and coherence to accomplish the focused purpose by:
 - * Engaging the audience.
 - * Establishing a context for reading when appropriate.
 - * Communicating ideas and support in a meaningful order. *Applying transitions and transitional elements to guide the reader through the piece. *
- The learner will be able to in Reflective Writing:
 - * Engage the interest of the reader.
 - * Communicate ideas and details in meaningful order.
 - * Apply a variety of transitions or transitional elements between ideas and details to guide the reader.
 - * Apply paragraphing effectively.
 - * Create conclusions effectively.
- The learner will be able to in Personal Expressive/Literary Writing:
 - * Engage the interest of the reader.
 - * Communicate ideas and details in meaningful order.
 - * Apply organizational devices (e.g., foreshadowing, flashback) when appropriate. * Apply a variety of transitions or transitional elements between ideas and details to guide the reader.
 - * Apply paragraphing effectively.
 - * Arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape.
 - * Create conclusions effectively.
- The learner will be able to in Transactive Writing:
 - * Establish a context for reading.
 - * Apply the accepted format of the genre.
 - * Develop an appropriate text structure (e.g., cause/effect. problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose. * Arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.
 - * Apply paragraphing effectively.
 - * Incorporate text features (e.g., subheadings, bullets,

fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.

* Create conclusions effectively.

- The learner will be able to create effective sentences by:
 - * Applying a variety of structures and lengths.
 - * Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate.
- The learner will be able to in Reflective Writing:
 - * Develop sentences of various structures and lengths throughout the piece. * Develop complete sentences or apply unconventional structures when appropriate.
- The learner will be able to in Personal Expressive/Literary Writing:
 - * Develop sentences of various structures and lengths throughout the piece. *
 - Develop complete sentences or apply unconventional structures for an intentional effect when appropriate.
 - * Arrange poetic language in meaningful order.
 - * Apply poetic line breaks effectively.
- The learner will be able to in Transactive Writing:
 - * Develop complete, concise sentences or apply unconventional structures when appropriate.

Writing Conventions (15%)

- The learner will be able to exemplify effectively language choices by:
 - * Applying correct grammar and usage.
 - * Applying concise use of language.
 - * Incorporating strong verbs, precise nouns, concrete details, and sensory details. * Applying language appropriate to the content, purpose, and audience.
- The learner will be able to in Reflective Writing:
 - * Adhere to standard guidelines for grammar and usage or apply nonstandard for effect. * Apply language concisely.
 - * Incorporate language appropriate to the content, purpose, and audience.

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- The learner will be able to in Personal Expressive/Literary Writing:
 - * Adhere to standard guidelines for grammar and usage or apply nonstandard for effect. *
 - Incorporate language based on economy, precision, richness, or impact on the reader.
 - * Develop ideas through descriptive or figurative language.
 - The learner will be able to in Transactive Writing:
 - * Adhere to standard guidelines for usage and grammar.
 - * Apply precise word choice.
 - * Incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.
 - The learner will be able to communicate clearly by:
 - * Applying correct spelling.
 - * Applying correct punctuation.
 - * Applying correct capitalization.
 - * Incorporating acceptable departure from standard correctness to enhance meaning when appropriate.
 - * Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources).
 - The learner will be able to purpose and organize information.
 - The learner will be able to * Writing draft(s) for an intended audience.
 - * Developing topic, elaborating ideas, exploring sentence variety and language use. *
 - Organizing writing.
 - The learner will be able to * Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content.
 - * Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content.
 - * Checking for accuracy of content.
 - * Considering voice, tone, style, intended audience, coherence, transitions. *
 - Comparing with rubric criteria and anchor papers/models.
 - * Considering effectiveness of language usage and sentences to communicate ideas.
 - The learner will be able to narrow topic for selected writing.
 - The learner will be able to identify and compose a topic sentence of a paragraph.
 - The learner will be able to select appropriate supporting details.
 - The learner will be able to identify extraneous/irrelevant materials.
 - The learner will be able to correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.
 - The learner will be able to apply the most effective transitions.
 - The learner will be able to develop effective introductions and closures for writing.
 - The learner will be able to eliminate redundant words and phrases.
- ### Writing Process-Grade 8
- The learner will be able to * Connecting to content knowledge.
 - * Connecting with prior learning and experience.
 - * Initiating an authentic reason to write.
 - * Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write.
 - The learner will be able to * Selecting/narrowing topic.
 - * Establishing a purpose and central/controlling idea or focus. *
 - Identifying and analyzing the audience.
 - * Determining the most appropriate form to meet the needs of purpose and audience.
 - * Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities).
 - * Organizing Ideas - examining other models of good writing, and appropriate text structures to match

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- The learner will be able to choose the most specific word for use in a sentence.
- The learner will be able to * Checking for correctness with self, teacher or peer(s):
 - Language usage
 - Sentence structure
 - Spelling
 - Capitalization
 - Punctuation
 - Documentation of sources* Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks).
- The learner will be able to apply knowledge of subject/verb agreement with both singular and plural subjects.
- The learner will be able to apply knowledge of present, past, and future verb tenses.
- The learner will be able to apply knowledge of comparative and superlative forms of adjectives and adverbs.
- The learner will be able to apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they're), pronoun references, and double negatives.
- The learner will be able to apply knowledge of idiomatic expressions.
- The learner will be able to correct run-on and awkward sentences.
- The learner will be able to correct sentence fragments.
- The learner will be able to combine short choppy sentences effectively.
- The learner will be able to combine simple sentences by using subordination and coordination.
- The learner will be able to correct sentences with misplaced and/or dangling modifiers.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to commonly used words.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to plural forms of words.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to contractions.
- The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to change verb endings.
- The learner will be able to capitalize proper nouns (e.g., names, days, months).
- The learner will be able to capitalize the beginning of sentences.
- The learner will be able to capitalize the pronoun "I".
- The learner will be able to capitalize proper adjectives.
- The learner will be able to capitalize the first word in a quote when appropriate.
- The learner will be able to capitalize the first word and every succeeding main word in a title.
- The learner will be able to correctly punctuate declarative, exclamatory, interrogative, and imperative sentences.
- The learner will be able to use commas in a series, a date, a compound sentence, and the greeting and closing of a letter.
- The learner will be able to correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.
- The learner will be able to correctly apply the rules of punctuation for apostrophes in possessives and contractions.
- The learner will be able to correctly apply the rules of punctuation for periods and abbreviations and acronyms.
- The learner will be able to correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences.

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- The learner will be able to correctly apply the rules of punctuation for colons in introducing a list and writing the business letter greeting.
- The learner will be able to correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.
- The learner will be able to document use of sources.
- The learner will be able to * Sharing final piece with intended audience.
- The learner will be able to reflecting upon:
 - Progress, growth, and goals as a writer
 - Literacy skills
 - Who or what has influenced progress and growth
 - Approaches used when composing (e.g., free-writing, mental composing, research, drawing, webbing).