

The 6 Traits of Writing

Ideas and Content—students will be able to:

- Use prewriting activities to create a topic that is focused
- Provide details that are sufficient, relevant, original and appropriate to the audience and purpose

Organization—students will be able to:

- Write an inviting introduction, link ideas with thoughtful transitions, and
- Sequence events in logical and effective ways—identifiable beginning, middle and end

Conventions—students will be able to:

- Spell correctly
- Punctuate correctly (sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialogue and apostrophes)
- Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)
- Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals, prepositions)

Word Choice—students will be able to use a variety of accurate, specific words that are appropriate to audience and purpose.

Sentence Fluency—students will be able to organize paragraphs with sentence structures that are varied, enhance meaning and make oral reading easy and enjoyable.

Voice—students will be able to choose a voice that is sincere, expressive, engaging and appropriate to the audience.



For complete information on the Arizona Academic Standards go to www.ade.az.gov/standards/contentstandards.asp

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Osborn School District
An Osborn Education

*Parents' Guide to
Grade Level
Learning Targets
for Reading,
Writing*

Grade 8

Osborn School District 8th Grade Targets

Reading

Vocabulary—students will be able to:

- Identify the effects of prefixes and suffixes on root words
- Confirm meaning of figurative, idiomatic, technical language, unfamiliar words and words with multiple meanings using context clues

Fluency—students will be able to:

- Read text from a variety of genres with accuracy, immediate recognition and expression

Comprehension—students will be able to use the following to help interpret text:

- Prediction, generating clarifying questions, connecting text to experience and other text
- Summarizing the text in chronological, sequential or logical order

Literary Text Analysis—students will be able to:

- Describe the setting and how it affects the mood and tone of the piece.
- Compare and contrast points of view
- Describe a character based upon the thoughts, words and actions of that character
- Draw conclusions based on the author's word choice
- Compare and contrast themes

- Analyze structure and characteristics of different types of poetry
- Identify and describe historical, structural and stylistic elements of literature from a variety of cultures.

Expository Text—students will be able to:

- Identify, restate, and summarize the main idea and author's purpose for writing the text.
- Interpret and incorporate information from graphic features in the text
- Locate appropriate print and electronic resources for a specific purpose and determine if it is a primary or secondary source
- Distinguish fact from opinion and make relevant inferences providing evidence from the text
- Locate information using the table of contents, indexes, guide words and other organizational features
- Compare and contrast central ideas from readings on the same topic

Persuasive Text—students will be able to:

- Describe the author's use of strategies such as bandwagon, peer pressure and "loaded" words to convince or persuade
- Identify the author's purpose and specific bias
- Evaluate the effectiveness of supporting details

Functional Text—students will be able to:

- Evaluate and interpret functional text, such as assembly directions or user's guide, for clarity, completeness and appropriateness for its purpose
- Identify the sequence of activities needed to carry out a procedure

Writing

Students will use the writing process to generate topics, draft, revise, edit to publish the following -

- Personal Narrative/ Story that includes effectively developed characters, setting and plot; and uses dialogue and figurative language where appropriate to the style and tone of the piece
- A variety of expressive pieces that use figurative language, rhythm, dialogue, characterization and plot as appropriate to the mode of the piece. (poem, skit, etc.)
- An explanatory essay that contains effective introductory and concluding paragraphs, a thesis statement and supporting details
- Literary response which supports their ideas with references to the text, other works or experiences
- Summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author
- A variety of real world texts including recipes, directions, manuals and forms
- A formal and a friendly letter that include a heading, salutation, body, closing, signature and properly addressed envelope

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