



Text Types and Purposes

Standard: ELAGSE8W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

| | Top Score Writing Lessons |
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| Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | Lessons 49-52, 56-57 |
| Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | Lessons 53-55, 58-62, 66-67, 104 |
| c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | Lessons 57, 63 |
| d. Establish and maintain a formal style. | Lessons 47-73 |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | Lesson 68 |

Standard: ELAGSE8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content..

| | Top Score Writing Lessons |
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| a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), multimedia when useful to aiding comprehension. | Lessons 23-26 |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | Lessons 27-29, 31-35, 37-38, 100 |
| c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | Lessons 30, 36, 41 |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | Lessons 25-26, 30-40 |
| e. Establish and maintain a formal style. | Lessons 21-46 |
| f. Provide a concluding statement or section that follows from the information or explanation presented. | Lessons 39-40 |



Standard: ELAGSE8W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

| | Top Score Writing Lessons |
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| a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | Lessons 74-76 |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | Lessons 76, 78-80, 88-91 |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | Lessons 76, 79-81, 90-92 |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | Lessons 76-84, 89-91, 93 |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | Lessons 80-81, 92 |

Production and Distribution of Writing

| | Top Score Writing Lessons |
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| ELAGSE8W4 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.) | Lessons 1, 21-22, 42, 44, 47-48, 69, 71, 82, 86, 92-94, 99-102 |
| ELAGSE8W5 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 grade7.) | Lessons 10, 18, 20, 43, 45-46, 70, 72, 83, 85, 95-96, 98 |
| ELAGSE8W6 Use technology, including the Internet, to produce and publish writing as well and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | Teacher directed |



Research to Build and Present Knowledge

| | Top Score Writing Lessons |
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| ELAGSE8W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Teacher directed |
| ELAGSE8W8 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 | 27-29, 31-33, 37, 53-55, 58-60, 66-67, 94, 103-104 |
| ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | 29, 31-33, 37, 55, 58-60, 64-67, 94, 103-104 |

Range of Writing

| | Top Score Writing Lessons |
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| ELAGSE8W10 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 | Lessons 42, 44, 69, 71, 82, 86, 99-102 |