



Text Types and Purposes

Standard Code	Standard	Top Score Writing Lessons
CC.8.W.1	Write arguments to support claims with clear reasons and relevant evidence.	Lessons 47-73, 99, 101
	1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Lessons 49-52, 62
	1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Lessons 53-56, 58-62, 64-67, 104
	1c. Use words, phrases, and clauses to create cohesion and clarify the relationships between claim(s), counterclaims, reasons, and evidence.	Lesson 57
	1d. Establish and maintain a formal style.	Lessons 47-73, 99, 101
	1e. Provide a concluding statement or section that follows from and supports the argument presented.	Lessons 63, 68
CC.8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Lessons 21-46, 100, 102
	2a. 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.	Lessons 23-26, 30
	2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Lessons 27-29, 31-35, 37-38, 103
	2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Lessons 30, 41

Writing Standards

GRADE 8



	2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Lessons 21-46
	2e. Establish and maintain a formal style.	Lessons 21-46, 100, 102
	2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Lessons 36, 39-40
CC.8.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Lessons 74-94
	3a. 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.	Lessons 75-77, 89
	3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Lessons 78-80, 90-91, 94
	3c. 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.	Lesson 79
	3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Lessons 74-94
	3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Lessons 81, 92

Production and Distribution

Standard Code	Standard	Top Score Writing Lessons
CC.8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific	Lessons 1-4, 21-24, 47-50, 75

Writing Standards

GRADE 8



	expectations for writing types are defined in Standards 1-3 above.)	
CC.8.W.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. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 8 on page 53.)	Lessons 2-4, 10, 19, 23-24, 43, 45-46, 49-50, 70, 72-73, 75, 83, 85, 87, 95
CC.8.W.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.	Teacher-directed

Research to Build and Present Knowledge

Standard Code	Standard	Top Score Writing Lessons
CC.8.W.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.	Text sets
CC.8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze, or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	Lessons 27-29, 31-33, 37-38, 53-56, 58-60, 64-67, 103-104
CC.8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Lessons 27-29, 31-33, 37-38, 53-56, 58-60, 64-67, 103-104

Writing Standards

GRADE 8



	.9a. 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 rendered new.”).	Lessons 74-94
	9b. Apply Grade 8 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).	Lessons 21-73

Range of Writing

Standard Code	Standard	Top Score Writing Lessons
CC.8.W.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.	Lessons 1-106