

## St. Francis de Sales 8th Grade Writing Benchmarks

*\*The Benchmarks are expected to be achieved by the end of 8th Grade*

### 8th Grade Writing Benchmarks Across All Genres

By the end of 8th Grade students should be able to demonstrate lifelong practices of writers

- think, read, speak, and listen to support writing
- write often and widely in a variety of formats, using print and digital resources and tools
- write for multiple purposes, including for learning and for pleasure
- persevere through challenging writing tasks
- enrich personal language, background knowledge, and vocabulary through writing and communicating with others
- experiment and play with language
- analyze mentor texts to enhance writing
- strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Response to Literature	Argumentative/Persuasive	Informational/Research	Narrative
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research</li> <li>● Apply the grade 8 reading standards to both literary and informational text, where applicable</li> <li>● Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● Write arguments to support claims with clear reasons and relevant evidence</li> <li>● Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text</li> <li>● Use precise language and content-specific vocabulary to argue a claim</li> <li>● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>● Provide a concluding statement or section that explains the significance of the argument presented</li> <li>● Maintain a style and tone appropriate to the writing task</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content</li> <li>● Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>● Develop a topic with relevant facts, details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>● Use precise language and content-specific vocabulary for the topic</li> <li>● Use transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>● Provide a conclusion that explains the information presented</li> <li>● Establish and maintain a</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and sequencing.</li> <li>● Engage the reader by introducing a narrator and/or characters</li> <li>● Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters</li> <li>● Use various transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>● Use precise words, phrases, relevant descriptive details, and sensory language to convey experiences and events</li> <li>● Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>

		style appropriate to the writing task	
--	--	---------------------------------------	--