

Teacher Wraparound Edition
Grade 8

Writing with **POWER**



Language

Composition

21st Century Skills

Common Core State Standards Correlation

As a writing and language program, *Writing with Power* addresses all the standards in the Writing and Language strands of the Common Core State Standards. It is especially strong in its coverage of **argumentative writing**, a key skill for college and career readiness. The treatment of argument in *Writing with Power* adheres to the principles of teaching argument put forward by Peter Smagorinsky, Senior Consultant, along with Larry R. Johannessen, Elizabeth A. Kahn, and Thomas M. McCann, in *The Dynamics of Writing Instruction: A Structured Process Approach for Middle and High School* (Heinemann, 2010). They write:

Argument is an element in various kinds of writing: reports, exposition, persuasion, analysis, thesis papers, and so forth. Influenced by Toulmin . . . , we define argument as thinking presented by way of a claim, grounds (i.e., data, examples, or evidence), warrants, backing, rebuttal, and response. In order to produce mature arguments, a writer needs to be able to think clearly and write logically according to the social conventions for persuading others of an opinion. Even so, students as young as fourth graders have knowledge that can inform their efforts to make argumentative points. . . .

Writing with Power is the only major program to approach argument in this way and with terminology that reflects both Stephen Toulmin's model (*The Uses of Argument*, 1958) and the vocabulary of the Common Core Standards. Students are instructed in building logical, well-developed arguments not only when doing persuasive writing but also when writing about literature or composing research reports. No other program provides coverage of the development of logical arguments in as much depth.

Because it is a project-based program, and each writing project includes a reading selection as a mentor text and/or a springboard for content creation, *Writing with Power* also addresses standards in the Literature and Informational Writing strands. Further, since the projects are all collaborative, the Speaking and Listening strands are also addressed as students work together, from start to finish, on a writing project that grows out of 1) a common reading, 2) abundant speaking and listening with partners, small groups, and the whole class, and 3) both free and focused writing.

Both the reading selections that are part of each writing project and the writing projects themselves enable students to work at a level of rigor in alignment with the Common Core Standards. The **rigor** of each lesson was assured by

- profession-leading experts with their own teaching and curriculum experience who were part of the reading selection process and who designed the writing activities. Senior consultant Peter Smagorinsky, for example, was a classroom teacher for fifteen years before moving into teacher education at the University of Georgia. Constance Weaver has been a leader in literacy education for thirty years.
- a panel of teacher-reviewers with broad experience in leading students past the comfortable and into the challenging
- evaluation of the complexity of each mentor text qualitatively, quantitatively, and in consideration of how it would be used in relation to the writing task accompanying it
- consideration of the range of student writing activities included across the program to guarantee breadth and variety

Writing with Power strongly supports the Common Core Standards with its emphasis on **argumentative writing** and the elements of arguments—claims, evidence, and warrants; with its unique two-chapter coverage of the **research process and research strategies**; and with its commitment to the **rigor** called for in each grade level's Common Core Standards. Further, *Writing with Power* sets the standard for comprehensive coverage of **language conventions** and vocabulary acquisition and use.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 8)

WRITING

Text Types and Purposes

W.1 Write arguments to support claims with clear reasons and relevant evidence.	Student Edition (SE): 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324 Teacher Wraparound Edition (TWE): 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324
(a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	SE: 225–227, 231–232, 235, 239 TWE: 225–227, 231–232, 235, 239
(b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE: 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324 TWE: 226–227, 229–230, 232, 236, 239, 315–316, 319, 323–324
(c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	SE: 23, 48, 123, 231–232, 237–239 TWE: 23, 48, 123, 231–232, 237–239
(d) Establish and maintain a formal style.	SE: 8–10, 43–44, 782 TWE: 8–10, 43–44, 782
(e) Provide a concluding statement or section that follows from and supports the argument presented.	SE: 99, 207, 209, 226, 238–239, 267, 269 TWE: 99, 207, 209, 226, 238–239, 267, 269
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.	SE: 23, 90, 93, 119, 142, 146, 203, 205, 208–209, 259–274, 276, 277 TWE: 23, 90, 93, 119, 142, 146, 203, 205, 208–209, 259–274, 276, 277
(a) 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.	SE: 13–15, 23, 53–54, 67, 75–76, 78, 88–92, 90–93, 96, 99, 116–117, 119, 121–122, 124, 140–141, 195–197, 203, 205–209, 216–219, 225, 252, 261, 315, 317, 642, 646 TWE: 13–15, 23, 53–54, 67, 75–76, 78, 88–92, 90–93, 96, 99, 116–117, 119, 121–122, 124, 140–141, 195–197, 203, 205–209, 216–219, 225, 252, 261, 315, 317, 642, 646
(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	SE: 23, 90, 93, 96, 99, 119, 203, 205, 207–209, 219, 261, 315, 317 TWE: 23, 90, 93, 96, 99, 119, 203, 205, 207–209, 219, 261, 315, 317
(c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	SE: 23, 75–76, 98, 206, 208, 209, 212 TWE: 23, 75–76, 98, 206, 208, 209, 212
(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 23, 45, 52, 382 TWE: 23, 45, 52, 382
(e) Establish and maintain a formal style.	SE: 8–10, 43–44, 782 TWE: 8–10, 43–44, 782
(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE: 96, 207, 209, 219 TWE: 96, 207, 209, 219

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 8)

W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE: 39, 50–51, 100, 157, 161–164, 170, 173 TWE: 39, 50–51, 100, 157, 161–164, 170, 173
(a) 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.	SE: 39, 50, 157, 161–164, 170, 173 TWE: 39, 50, 157, 161–164, 170, 173
(b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	SE: 39, 50–51, 100, 157, 161–164, 170, 173 TWE: 39, 50–51, 100, 157, 161–164, 170, 173
(c) 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.	SE: 23, 76, 98, 122–123 TWE: 23, 76, 98, 122–123
(d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE: 23, 39, 45, 48, 52, 123, 157, 161–163, 173 TWE: 23, 39, 45, 48, 52, 123, 157, 161–163, 173
(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE: 117–118, 124, 170 TWE: 117–118, 124, 170
Production and Distribution of Writing	
W.4 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.)	SE: 13–15, 23, 53–54, 67, 78, 88–93, 116–117, 119, 129, 142, 146, 195–197, 203, 205–206, 208–209, 225, 245, 252, 259–274, 276–277, 315, 317, 401, 642, 646 TWE: 13–15, 23, 53–54, 67, 78, 88–93, 116–117, 119, 129, 142, 146, 195–197, 203, 205–206, 208–209, 225, 245, 252, 259–274, 276–277, 315, 317, 401, 642, 646
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.	SE: 13, 17, 26–29, 124, 148, 240, 273 TWE: 13, 17, 26–29, 124, 148, 240, 273
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.	SE: 29, 32, 106, 240, 273, 275–276, 429–445, 451–455 TWE: 29, 32, 106, 240, 273, 275–276, 429–445, 451–455
Research to Build and Present Knowledge	
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.	SE: 82, 287, 297, 314 TWE: 82, 287, 297, 314
W.8 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.	SE: 288–292, 294, 295–296, 310, 313, 315–316, 318–319, 323–324, 330–331, 335, 337 TWE: 288–292, 294, 295–296, 310, 313, 315–316, 318–319, 323–324, 330–331, 335, 337
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 259–274, 277, 293–294 TWE: 259–274, 277, 293–294
(a) 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”).	SE: 169 (Reading Standard 7), 180 (Reading Standard 5), 259–273 (Reading Standards 1, 2, 3, and 6), 274 (Reading Standard 5) TWE: 169 (Reading Standard 7), 180 (Reading Standard 5), 259–273 (Reading Standards 1, 2, 3, and 6), 274 (Reading Standard 5)

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 8)

(b) 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”).

SE: 213 (Reading Standard 7), 219 and 221–225 (Reading Standard 3), 243 (Reading Standard 7), 281–284 (Reading Standards 1 and 2)

TWE: 213 (Reading Standard 7), 219 and 221–225 (Reading Standard 3), 243 (Reading Standard 7), 281–284 (Reading Standards 1 and 2)

Range of Writing

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.

SE: 13–15, 26–29, 88–92, 116–117, 124, 127, 145, 148, 195–197, 205, 211, 225, 240, 252, 273

TWE: 13–15, 26–29, 88–92, 116–117, 124, 127, 145, 148, 195–197, 205, 211, 225, 240, 252, 273

SPEAKING & LISTENING

Comprehension and Collaboration

S.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SE: 17, 27, 340–341, 376–377, 398–399, 415–428, 453

TWE: 17, 27, 340–341, 376–377, 398–399, 415–428, 453

(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

(b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

(c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

(d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

S.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430

TWE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430

S.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

TWE: 17, 27, 314–335, 340–342, 347, 376, 398–399, 414–428

S.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SE: 398–399, 414–421, 430, 453, 461, 465, 524, 746

TWE: 398–399, 414–421, 430, 453, 461, 465, 524, 746

S.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430

TWE: 46, 80, 104, 142, 169, 213, 233, 274, 331, 398–399, 426–430

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 8)

S.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE: 398–399, 414–421, 430, 453, 461, 465, 524, 746 TWE: 398–399, 414–421, 430, 453, 461, 465, 524, 746
LANGUAGE	
Conventions of Standard English	
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 6, 8–10, 24, 30–31, 55, 81, 102, 125, 126, 143, 145, 148, 149, 171, 173, 210–211, 212, 240, 241, 246, 247, 271, 272, 333, 461, 468, 663, 690, 720, 721, 746, 766, 786, 788, 802, 879, 883, 891 TWE: 6, 8–10, 24, 30–31, 55, 81, 102, 125, 126, 143, 145, 148, 149, 171, 173, 210–211, 212, 240, 241, 246, 247, 271, 272, 333, 461, 468, 663, 690, 720, 721, 746, 766, 786, 788, 802, 879, 883, 891
(a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	SE: 602–627, 949 TWE: 602–627, 949
(b) Form and use verbs in the active and passive voice.	SE: 697–698, 952 TWE: 697–698, 952
(c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	SE: 477–478, 506–519 TWE: 477–478, 506–519
(d) Recognize and correct inappropriate shifts in verb voice and mood.	SE: 697–698 TWE: 697–698
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 30, 81, 125, 211, 272, 592–596, 601, 841–843 TWE: 30, 81, 125, 211, 272, 592–596, 601, 841–843
(a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	SE: 633–634, 646, 833–834, 868–869, 888, 890, 894–895, 897, 899, 904, 909, 916, 917 TWE: 633–634, 646, 833–834, 868–869, 888, 890, 894–895, 897, 899, 904, 909, 916, 917
(c) Spell correctly.	SE: 24, 126, 143, 173, 212, 241, 270, 334, 912–933 TWE: 24, 126, 143, 173, 212, 241, 270, 334, 912–933
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 53–54, 57, 78, 102, 237, 320, 495, 505, 586, 587–596, 601, 617, 630–631, 633, 635–636, 638, 644–645, 648–650, 663, 693, 703, 728, 827, 841–843 TWE: 53–54, 57, 78, 102, 237, 320, 495, 505, 586, 587–596, 601, 617, 630–631, 633, 635–636, 638, 644–645, 648–650, 663, 693, 703, 728, 827, 841–843
(a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	SE: 477–478, 505–519, 697–698 TWE: 477–478, 505–519, 697–698

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS (GRADE 8)

Vocabulary Acquisition and Use

L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	SE: 391–397 TWE: 391–397
	(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE: 391–392 TWE: 391–392
	(b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	SE: 393–395 TWE: 393–395
	(c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SE: 309–310, 383–390, 395, 932 TWE: 309–310, 383–390, 395, 932
	(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	SE: 389–392 TWE: 389–392
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 56, 187, 189 TWE: 56, 187, 189
	(a) Interpret figures of speech (e.g. verbal irony, puns) in context.	SE: 50, 56, 157, 186, 257 TWE: 50, 56, 157, 186, 257
	(b) Use the relationship between particular words to better understand each of the words.	SE: 395–397 TWE: 395–397
	(c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	SE: 51, 52, 349–351 TWE: 51, 52, 349–351
L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 378–397 TWE: 378–397