

Kentucky Alternate Assessment Instructional Support Document - Writing (Eighth Grade)

Eighth Grade	
On-Demand: Argumentative	
Standard	Multidimensionality
C.8.1 Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying. Alternate Assessment Target: a. No further limitations b. No further limitations c. No further limitations d. No further limitations e. Excluded from assessment f. No further limitations g. No further limitations	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style <i>are appropriate to task, purpose and audience.</i> b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and <i>demonstrating an understanding of the topic or text.</i> d. Use TRANSITIONS to create cohesion and clarify the relationships among claim(s), counterclaims, rea-sons and evidence. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, <i>editing</i>, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed.

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Prerequisite Skills (Progressions)	Recommended Key Concept/Skill (I can)	Key Vocabulary
Identify an audience. Identify a purpose for writing. Recognize facts from opinions. Identify the difference between an opinion and a claim. Identify the difference between claim(s) and counterclaim(s). Find reasons and evidence to support the claim(s). Identify most persuasive reasons and evidence appropriate to the audience. Group reasons and evidence that are logically related. Use graphic organizers or paragraph frames. Identify credible from non-credible sources (e.g. textbook vs. wikipedia, medical doctor vs. social media). Identify grade level transitions (e.g. however, alternatively, therefore, in conclusion). Identify writing styles based on mode (e.g. narrative, argumentative, etc.) Identify the characteristics of argumentative writing. Identify the characteristics of a conclusion.	I can compose arguments with claims that have clear reasons and relevant evidence. I can compose writing that has a specific task, purpose, and audience. I can state a claim(s). I can identify an opposing (differing) claim(s) (counterclaims). I can use counterclaims to support my argument. I can make an argument using reasons and evidence to support my claim(s). I can use feedback to help plan my writing. I can order my reasons and evidence logically to support my claim(s) or argument. I can identify reasons or evidence that don't support my claim(s). I can identify credible sources. I can use credible sources to support my claim(s) with logical reasons and evidence. I can use transitions to provide a clear order or logical sequence among claim(s), counterclaims, reasons and evidence. I can maintain an appropriate writing style for argumentative writing. I can compose a conclusion statement or section that supports the argument. I can use feedback to revise and edit my writing.	argument claim counterclaim credible evidence feedback logically non-credible persuasive reasons relevant transitions

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Identify conclusion statements that support the claim/argument.		
Instructional Considerations		
Deeper Understanding of the Standard • Kentucky Academic Standards Homepage • KY Academic Standards for Reading and Writing • KY Academic Standards Reading & Writing Resources • Columbus city Schools • Tulare County Schools • Purdue OWL • Illinois Literacy In Action	Instructional Tools and Resources • KY Alternate Assessment Resource Guide • DC Library • IXL • Read Write Think • Sentence Stems for Transitions • Student Samples • The Elements of Style: The Classic Writing Style Guide by William Strunk and E. B. White §3-5. • Using Evidence from National Writing Project's College, Career, and Community Writers Program	

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Eighth Grade		
Language: Conventions of Standard English		
Standard	Multidimensionality	
L8.1 In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. Alternate Assessment Target: <i>a. Excluded from assessment</i> <i>b. No further limitations</i> <i>c. Limit to indicative, imperative, interrogative, conditional</i>	<i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i> In both written and oral expression: a. <i>Identify VERBALS correctly based on their intended function.</i> b. <i>Demonstrate appropriate use of VERBS IN THE ACTIVE AND PASSIVE VOICE.</i> c. <i>Demonstrate appropriate use of VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITION-AL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts.</i>	
Prerequisite Skills (Progressions)	Recommended Key Concept/Skill (I can)	Key Vocabulary
Demonstrate appropriate use of simple and compound sentences. Demonstrate appropriate use of all parts of speech (i.e. noun, verb, pronoun, adverb, adjective, preposition, conjunction and interjection) Determine when and how to form perfect verb tense. Distinguish between past, present and future verb tenses.	I can correctly use <u>verbals</u> (gerunds, participles, and infinitives) in a sentence. I can use active and passive voice. I can use a sentence that reflects a specific mood (indicative, imperative, interrogative, subjective and conditional). I can recognize and correct inappropriate shifts in voice and mood.	active voice conditional mood imperative mood indicative mood interrogative mood passive voice subjunctive mood verbals (gerunds, participles, and infinitives)

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Recognize which verb tense correctly completes a sentence Distinguish between active and passive voice Identify a sentence that uses indicative mood. Identify a sentence that uses imperative mood. Identify a sentence that uses interrogative mood. Identify a sentence that uses conditional mood. Identify a sentence that includes subjunctive mood.		
Instructional Considerations		
Deeper Understanding of the Standard • Kentucky Academic Standards Homepage • KY Academic Standards for Reading and Writing • KY Academic Standards Reading & Writing Resources • Columbus city Schools • Tulare County Schools • Purdue OWL • Illinois Literacy In Action	Instructional Tools and Resources • KY Alternate Assessment Resource Guide (General terms pps 6-11; reading terms pp. 12-20) • IXL • Khan Academy instructional video • News2You and Unique Learning (*subscription required) • Verbals	

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Eighth Grade		
Language: Conventions of Standard English		
Standard	Multidimensionality	
L 8.2 When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. Alternate Assessment Target: <i>a. Excluded from assessment</i> <i>b. Excluded from assessment</i> <i>c. No further limitations</i>	<i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i> When writing: a. <i>Demonstrate appropriate use</i> of PUNCTUATION TO INDICATE A PAUSE OR BREAK. b. <i>Demonstrate appropriate use</i> of an ELLIPSIS TO INDICATE AN OMISSION. c. <i>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</i>	
Prerequisite Skills (Progressions)	Key Concept/Skill (I can)	Key Vocabulary
Use a variety of punctuation marks (e.g., commas, colon, dashes, parenthesis) to separate items in a series. Use a comma to separate an introductory element from the rest of the sentences. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate a direct address. Use underlining, quotation marks or italics to indicate titles of works	I can use punctuation (comma, ellipsis, dash) to indicate a pause or break. I can use an ellipsis to indicate an omission. I can use resources and strategies to spell words correctly.	omission pause punctuation marks - commas - colon - ellipsis - dash - parenthesis
Instructional Considerations		

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Deeper Understanding of the Standard	Instructional Tools and Resources
• Kentucky Academic Standards Homepage • KY Academic Standards for Reading and Writing • KY Academic Standards Reading & Writing Resources • Columbus city Schools • Tulare County Schools • Florida Center for Reading Research • Purdue OWL • Smekens Education • Illinois Literacy In Action	• KY Alternate Assessment Resource Guide (General terms pps 6-11; reading terms pp. 12-20) • IXL • The Punctuation Guide

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Eighth Grade		
Language: Knowledge of Language & Acquisition of Vocabulary & Use		
Standard	Multidimensionality	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. 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). <i>Alternate Assessment Target: Limit full standard to active and passive voice.</i> <i>a. Limit to active and passive voice (excludes conditional and subjunctive mood)</i>	<i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i> <i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i> 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).	
Prerequisite Skills (Progressions)	Key Concept/Skill (I can)	Key Vocabulary
Recognize when to eliminate wordiness and redundancy from their writing Identify verbs and their characteristics (i.e. action) Write for different audiences and purposes. (i.e. persuade, inform, entertain) Write using a variety of different types of sentences Recognize dialects and registers when reading or listening	I can identify active verbs in listening, speaking, reading, or writing. I can identify passive voices in listening, speaking, reading, or writing. I can use passive to complete sentences. I can use active voice to complete sentences. I can determine if sentences are written in the conditional (e.g., If I were starving I would eat bugs.) or subjunctive (e.g., If I were a dog I would jump on the bed) mood	active verbs active voice (i.e. tells what a person or thing does) conditional mood (something that would happen under certain circumstances) passive verbs passive voice (i.e. tells what is done to someone or something) subjunctive mood (something that is pretend or not real that would happen in a hypothetical situation)
Instructional Considerations		

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Deeper Understanding of the Standard	Instructional Tools and Resources
• Kentucky Academic Standards Homepage • KY Academic Standards for Reading and Writing • KY Academic Standards Reading & Writing Resources Welcome to the Purdue Online Writing Lab • Columbus City Schools • Tulare County Schools • Florida Center for Reading Research • Purdue OWL • Illinois Literacy In Action	• KY Alternate Assessment Resource Guide (General terms pps 6-11; reading terms pp. 12-20) • Busy Teacher • IXL • Daily Grammar • Teach This

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Eighth Grade		
Language: Knowledge of Language & Acquisition of Vocabulary & Use		
Standard	Multidimensionality	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. 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. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. 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. Alternate Assessment Target: <i>a. No further limitations</i> <i>b. Excluded from assessment</i> <i>c. Excluded from assessment</i> <i>d. Limit to use accurately grade-appropriate general academic and domain-specific words and phrase</i>	<i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i> <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</i> 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. b. <i>Use</i> GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word. <i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i> d. 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.	
Prerequisite Skills	Recommended Key Concept/Skill	Key Vocabulary

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(Progressions)	(I can)	
Define a word by recognizing the meaning of a known affix or the root Recall a word's usage in a text and recognize its correct definition. Know the meaning of common affixes and root words	I can determine the meaning of a word or phrase and distinguish the supporting context clue(s) (building on grade level text) I can determine the meaning of a word based on how it is used in the sentence or paragraph. I can determine the overall meaning of a sentence or paragraph based on context clues. I can use prefixes and suffixes as clues to determine the meaning of a word. I can use reference materials (e.g. print or digital glossary or dictionary) to determine the pronunciation and meaning of key words and phrases. I can use domain specific words and phrases in the specific content area.	affix • prefixes • suffix context clues domain (content) specific words [e.g., prediction vs. hypothesis for science]) root word
Instructional Considerations		
Deeper Understanding of the Standard • Kentucky Academic Standards Homepage • KY Academic Standards for Reading and Writing • KY Academic Standards Reading & Writing Resources • Columbus city Schools • Tulare County Schools • Purdue OWL • Illinois Literacy In Action	Instructional Tools and Resources • KY Alternate Assessment Resource Guide (General terms pps 6-11; reading terms pp. 12-20) • CPALMS • Department of Indiana Schools • Flocabulary \$ IXL	

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Eighth Grade		
Language: Knowledge of Language & Acquisition of Vocabulary & Use		
Standard	Multidimensionality	
L 8.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations. <i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i>	<i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language , including but not limited to IRONY , in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the CONNOTATIONS of words with similar DENOTATIONS.	
Prerequisite Skills (Progressions)	Recommended Key Concept/Skill (I can)	Key Vocabulary
Distinguish shades of meaning among related words that describes states of mind or degrees of certainty (e.g. words that mean the same thing but at different intensity levels -"big", "huge", "gigantic") Recognize figurative language (e.g. personification, metaphors, etc.) in a variety of texts Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps) Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful)	I can identify nuances (shades of meaning) in word meanings. I can explain figures of speech (e.g. verbal irony, in context). I can use what I know about one word to determine the relationship to another word (e.g. analogy- synonyms and antonyms, <i>give is to receive as reject is to accept</i>). I can distinguish among the positive, negative, neutral connotations (feelings/associations) of words with similar denotations (meanings) (e.g. bullheaded, willful, firm, persistent).	connotations (positive, negative, neutral) denotation (literal definition) figurative language irony literal metaphor non-literal nuances personification simile

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