

**Course Name: Writing Workshop Grade 8**  
**Course #: M1802, M1807, M1808, M1809**

**Course Description:** Aligned to the New Jersey Student Learning Standards, the eighth grade writing workshop course aims to develop both technical and creative writers. Students will explore argumentative, informational and narrative genres in a workshop format. By definition, a writing workshop is a student-centered model of instruction, designed to meet the needs of each individual writer through brief mini-lessons that address strategies, grammar, and style; peer and teacher conferring; and use of portfolios in a developmentally appropriate manner. Classroom instruction emphasizes the writing process; reflection; and grammar, usage, and mechanics application in writing.

**Course Proficiencies:** The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- Demonstrate command of the system and structure of the English language when writing or speaking. (NJSL.S.L.SS.8.1.)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NJSL.S.L.KL.8.2.)
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. (NJSL.S.L.VL.8.3.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSL.S.L.VI.8.4.)
- Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. (NJSL.S.W.AW.8.1.)
- Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (NJSL.S.W.IW.8.2.)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (NJSL.S.W.NW.8.3.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. (NJSL.S.W.WP.8.4.)

- 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. (NJSL.S.W.WR.8.5.)
- 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. (NJSL.S.W.SE.8.6.)
- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (NJSL.S.W.RW.8.7.)
- 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. (NJSL.S.SL.PE.8.1.)
- 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. (NJSL.S.SL.II.8.2.)
- 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. (NJSL.S.SL.ES.8.3.)
- 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. (NJSL.S.SL.PI.8.4.)
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (NJSL.S.SL.UM.8.5.)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (NJSL.S.SL.AS.8.6.)

### **Assessments:**

1. Tests/Quizzes
2. Open-ended responses and essays
3. Classroom discussion
4. Individual and group projects
5. Multimedia presentations
6. Portfolios