The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:
- A breakdown of each of the grade level standards within the Writing strand, including:
    - Vertical alignment guidance
    - Essential vocabulary related to the standard
    - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
⚓	*Anchor Standard*	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	Priority Standard	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

STANDARDS BREAKDOWN

- **Text Types and Purposes**
  - CCSS.W.8.1
  - CCSS.W.8.2
  - CCSS.W.8.3
- **Production and Distribution of Writing**
  - CCSS.W.8.4
  - CCSS.W.8.5
  - CCSS.W.8.6

- **Research to Build and Present Knowledge**
  - CCSS.W.8.7
  - CCSS.W.8.8
  - CCSS.W.8.9
- **Range of Writing**
  - CCSS.W.8.10

W.8.1

Anchor Standard: Writing
W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

Standard		
Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented.	*Previous Grades:* W.6.1, W.7.1	*Future Grades:* W.9-10.1

Clarification Statement	Vocabulary for Teacher Development
Argument writing establishes a writer's position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader's point of view, to call a reader to action, or to convince the reader that the writer's explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer's position or claim(s). By the end of 8th grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence.	● **audiences** – the people who watch, listen to, view, and/or read something presented via an artistic medium ● **claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth ● **cohesion** – the action of forming a unified whole; the quality of being united logically ● **counterclaims** – claims that rebut a previous claim or value statement, generally supported by evidence contrary to that

	which was presented to support the original claim

Students Who Demonstrate Understanding Can...

- write a claim that states a particular position or argument and describe or contrast how it differs from alternate or opposing claims.
- conduct reading or research using accurate, credible sources and choose relevant details that help students to construct an organized argument with logical reasoning to support a claim.
- construct an argument that is organized and cohesive, using transition words and phrases that show relationships among evidence and between claims and counterclaims, i.e., comparing, contrasting, and sequencing.
- integrate content and context-related vocabulary from sources to establish and maintain a formal style.
- write a concluding statement or paragraph that ties together the argument presented.

W.8.2

	Anchor Standard: Writing *W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Text Types and Purposes**

Standard	**Vertical Alignment**	
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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 aid in comprehension. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.	*Previous Grades:* W.6.2, W.7.2	*Future Grades:* W.9-10.2

Clarification Statement	**Vocabulary for Teacher Development**
Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge	• **concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay • **cohesion** – the action of forming a unified whole; the quality of being united logically • **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are

of a given topic. By the end of 8th grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.	considered unique to a particular subject or discipline that are not typically used during informal conversation

Students Who Demonstrate Understanding Can...

- construct an introductory statement or paragraph that clearly states the topic and previews ideas, concepts and information that will follow.
- organize ideas, concepts and information into broad categories and, when appropriate to the format and purpose, cue readers with text formatting, graphics, and multimedia components.
- conduct reading or research using accurate, credible sources and choose relevant facts, definitions, details, quotations, information and examples that develop or illustrate the topic.
- construct an informative piece that is organized and cohesive, using transition words and phrases that show relationships among ideas and concepts, i.e., comparing, contrasting, and sequencing.
- integrate content and context-related vocabulary from sources to establish and maintain a formal style.
- write a concluding statement or paragraph that ties together the concepts and ideas presented.

W.8.3

Anchor Standard: Writing
W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Text Types and Purposes**

Standard	Vertical Alignment	

Standard		
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.	*Previous Grades:* W.6.3, W.7.3	*Future Grades:* W.9-10.3

Clarification Statement	Vocabulary for Teacher Development
Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke	• **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account • **pacing** – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)

reactions from and create effects on the reader. By the end of 8ᵗʰ grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.

Students Who Demonstrate Understanding Can...

- compose a narrative introduction that introduces a narrator and/ or characters, point of view, and context for the story that follows.
- organize events in a logical sequence that makes sense, are believable, and flows naturally.
- use narrative techniques to bring the story to life including adding natural and authentic dialogue; using pacing that emphasize key details and events; and using sensory language to describe characters, the setting, and events.
- construct a narrative that is organized and cohesive, using transition words and phrases that help to keep the story moving and show relationships related to time and setting and amongst characters, experiences and events, i.e., comparing, contrasting, chronology and sequencing.
- select precise words and phrases that fit the tone of the narrative and provide the reader with imagery of the setting, characters, events, and experiences in the narrative.
- write a conclusion that makes sense, connects with events and details included in the narrative, and offers a satisfying ending for the reader.

W.8.4

	Anchor Standard: Writing
⚓	*W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

Grade	*CCSS Domain*	*CCSS Strand*
8	**Writing (W)**	**Production and Distribution of Writing**

Standard	**Vertical Alignment**	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	*Previous Grades:* W.6.4, W.7.4	*Future Grades:* W.9-10.4

Clarification Statement	**Vocabulary for Teacher Development**
The teacher may choose to create topics for students, or he/she may allow students to choose topics themselves. Once a topic has been explored, students develop the purpose and focus for their writing. After determining their purpose and focus, students determine which concepts, ideas, and information are important for their pieces. Students then organize the concepts, ideas, and information around the chosen purpose and focus by using outlines or graphic organizers to plan and prepare for writing. Students begin by writing introductions that clearly identify the topic and provide a preview of what will be explored further in the rest of the piece. Students are encouraged to use strategies like definition, classification, compare/contrast, and cause/effect to establish an organization for ideas, concepts, and information on the topic under study. In the body of their pieces, students develop the topic with pertinent facts, definitions, concrete details, quotes, examples, and any additional information necessary. As students draft their pieces, they use appropriate transitions to reflect the organizational structure of the text, create cohesion, and provide a clear understanding of how the ideas relate to the concepts.	● N/A

Students Who Demonstrate Understanding Can...

- draft writing pieces that adhere to a clear topic or purpose.
- writing demonstrates clear organization around a central topic or linear narrative.
- adapt their writing style and format for task, purpose, and audience.

W.8.5

Anchor Standard: Writing
W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.5.5, W.6.5	*Future Grades:* W.9-10.5

Clarification Statement	Vocabulary for Teacher Development
Students revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?"	● N/A

Students Who Demonstrate Understanding Can...

- engage in all steps of the writing process, including planning, revising, editing, rewriting.
- incorporate revisions to make substantive changes to writing.
- edit writing, aligned to 8th language standards.

W.8.6

Anchor Standard: Writing
W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade	*CCSS Domain*	*CCSS Strand*
8	**Writing (W)**	**Production and Distribution of Writing**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.6.6, W.7.6	*Future Grades:* W.9-10.6

Clarification Statement	Vocabulary for Teacher Development
Students use digital tools and resources to create and share writing with audiences (e.g., screencast, word processing, articles, etc.) and to effectively show the connections between information and ideas. Students also use digital tools to communicate and collaborate with peers (e.g., conferencing apps, web extensions, collaborative websites, etc.).	● **digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. ● **interact** – to act in such a manner as to influence another

Students Who Demonstrate Understanding Can...

● use technology tools to draft writing pieces through revision editing, and publishing processes.
● use technology to research and share information and interact and collaborate with others.

W.8.7

	Anchor Standard: Writing *W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.6.7, W.7.7	*Future Grades:* W.9-10.7

Clarification Statement	Vocabulary for Teacher Development
Students organize and carry out short and extended research projects that provide an answer to a teacher or student-created question. Students reference and use information from multiple sources to answer the question and create relevant follow up questions that encourage examination of the different facets of the topic and question under study.	• **research (short or more sustained)** – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

Students Who Demonstrate Understanding Can...

- integrate the skills of generating research questions, accessing multiple sources, and generating additional questions based on research as part of a short research project.
- create a product for a short research project that explores a topic through questions and using multiple sources.

W.8.8

Anchor Standard: Writing
W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.6.8, W.7.8	*Future Grades:* W.9-10.8

Clarification Statement	Vocabulary for Teacher Development
Students collect pertinent information from several print and digital sources through the use of effective search terms. Students evaluate each source for reliability and validity. Students also correctly quote or paraphrase information and conclusions from these sources. Students follow citation guidelines (e.g., MLA, APA, Chicago Style, etc.) to avoid plagiarism.	**digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats **paraphrase** – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding **plagiarism** – the practice of taking someone else's work or ideas and passing them off as one's own

Students Who Demonstrate Understanding Can...

- use graphic organizers to record, organize, and assess relevance of information gathered from multiple print and digital sources.
- effectively and efficiently generate and use search terms when researching via the Internet.
- explain how to assess the credibility and accuracy of print and digital sources and employ that knowledge in their own research.
- properly cite, quote and paraphrase information from print and digital texts to avoid plagiarism.

W.8.9

Anchor Standard: Writing
W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Research to Build and Present Knowledge**

Standard	Vertical Alignment	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	*Previous Grades:* W.6.9, W.7.9	*Future Grades:* W.9-10.9

Clarification Statement	Vocabulary for Teacher Development
The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic. and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.	● N/A

Students Who Demonstrate Understanding Can...

- utilize relevant evidence from literary or informational text in writing pieces.
- gather relevant information through research and notetaking.

W.8.10

Anchor Standard: 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 tasks, purposes, and audiences

Grade	CCSS Domain	CCSS Strand
8	**Writing (W)**	**Range of Writing**

Standard	Vertical Alignment	
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.	*Previous Grades:* W.6.10, W.7.10	*Future Grades:* W.9-10.10

Clarification Statement	Vocabulary for Teacher Development
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.	● N/A

Students Who Demonstrate Understanding Can...

- write a variety of writing pieces throughout the school year in various genres.
- engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes.
- write across genres.