



# Golden Triangle Cooperative

## Standards for ELA Grade 8

### Writing

**MCCS.W**= Montana Common Core Writing Standards

**CCRA.W**= College and Career Readiness Anchor Standards for Writing

**GTCC**= Golden Triangle Coop Curriculum

#### STANDARD 1

##### Text Types and Purposes

STATE STANDARD--MCCS.W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, 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.

STATE ANCHOR STANDARD--CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Please read before using the Golden Triangle Curriculum.** We have divided the curriculum into **FACTS, SKILLS, and CONCEPTS**. Students must know facts and then practice skills to internalize the standards. If they have done this, they are ready for the Concepts where students will tackle higher level thinking. When you see the word Understand, you will know that you can decide how you want your students to show that understanding. Do you want them to do a Compare/Contrast activity that would be Analysis or maybe a letter to the editor that would be Evaluation and Analysis? You will have to become acquainted with Bloom's Taxonomy to do justice to the Concepts Section of the curriculum.



### **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 1**

#### **Write Arguments**

##### **Facts:**

- GTCC.8.W.1.1** Identify the major parts of an argument including claims, counter argument, and conclusion.
- GTCC.8.W.1.2** Identify words, phrases, and clauses to create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence.
- GTCC.8.W.1.3** Identify accurate credible sources both print and electronic.

**Skills:**

- GTCC.8.W.1.4 Use citations correctly according to MLA and APA style manuals or other recognized styles.
- GTCC.8.W.1.5 Write an argument using claims, supporting evidence, and counter arguments.
- GTCC.8.W.1.6 Write an argument that creates cohesion and clarifies relationships among claims.
- GTCC.8.W.1.7 Write an argument which provides a concluding statement.

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.1.8 Organize and evaluate claims and evidence logically.
- GTCC.8.W.1.9 Synthesize differing points of view to create an original claim.
- GTCC.8.W.1.10 Evaluate print and electronic sources for credibility and accuracy.
- GTCC.8.W.1.11 Understand how to stay with a claim, develop supporting evidence to build a case, and to explore the counterclaims to broaden understanding of the topic.

**Facts:**

- GTCC.8.W.1a.1 Identify credible sources.
- GTCC.8.W.1a.2 Identify supporting evidence for claims.
- GTCC.8.W.1a.3 Identify opposing claims.

**Skills:**

- GTCC.8.W.1a.4 Write cohesive paragraphs supporting claims.
- GTCC.8.W.1a.5 Cite sources to support claims.
- GTCC.8.W.1a.6 Develop and write counterarguments.

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.1a.7 Organize claims logically.
- GTCC.8.W.1a.8 Build support for claims.
- GTCC.8.W.1a.9 Use logical evidence from reliable sources.

**Facts:**

- GTCC.8.W.1b.1 Know different types of print and electronic sources such as news, government, and academic.
- GTCC.8.W.1b.2 Know different types of media including video and audio.
- GTCC.8.W.1b.3 Know the difference between primary and secondary sources.

**Skills:**

- GTCC.8.W.1b.4 Write a bibliography using MLA or APA format.
- GTCC.8.W.1b.5 Use parenthetical citation.
- GTCC.8.W.1b.6 Synthesize sources into logical order.

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.1b.7 Evaluating sources for credibility and accuracy.

**Facts:**

- GTCC.8.W.1c.1 Identify persuasive verbs.
- GTCC.8.W.1c.2 Identify parallelism and repetition techniques.
- GTCC.8.W.1c.3 Identify formal style.

**Skills:**

- GTCC.8.W.1c.4 Use persuasive verbs to make claims.
- GTCC.8.W.1c.5 Use parallelism and repetition to further arguments.
- GTCC.8.W.1c.6 Use appropriate style to form an argument.

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.W.1c.7 Understanding connections between claims and counterclaims.**

**GTCC.8.W.1c.8 Understand connection between sentence structure and argumentation.**

**GTCC.8.W.1c.9 Choose style appropriate to audience.**

**GTCC.8.W.1c.10 Identify the various purposes of conclusion.**

**Skills:**

**GTCC.8.W.1c.11 Write a concluding summary of the argument.**

**GTCC.8.W.1c.12 Write a concluding paragraph.**

**Concepts:**

**GTCC.8.W.1c.13 Practice conclusions for different purposes.**

## STANDARD 2

### Text Types and Purposes

STATE STANDARD--MCCS.W.8.2 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 and tables), and multimedia when useful to aiding 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 presented.

STATE ANCHOR STANDARD--CCRA.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.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 2**

### **Write Informative or Explanatory Text**

**Facts:**

**GTCC.8.W.2.1 Identify informative or explanatory topic.**

**GTCC.8.W.2.2 Identify precise language and domain-specific language.**

**GTCC.8.W.2.3 Identify a conclusion.**

**GTCC.8.W.2.4 Identify appropriate style.**

**Skills:**

**GTCC.8.W.2.5 Use precise language and domain specific vocabulary.**

**GTCC.8.W.2.6 Write informative/explanatory paragraphs with supporting details.**

**GTCC.8.W.2.7 Write effective introduction and conclusion.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.W.2.8 Organize ideas, concept, and information into broader categories.**

**GTCC.8.W.2.9 Analyze informational texts accurately to find supporting details.**

**GTCC.8.W.2.10 Determine focus of ideas in the introduction, supporting details, and conclusion.**

**Facts:**

**GTCC.8.W.2a.1 Identify the different introductory techniques.**

- GTCC.8.W.2a.2 Identify an effective thesis statement and organizational pattern.  
GTCC.8.W.2a.3 Identify various formatting techniques, including graphics to aid understanding.  
GTCC.8.W.2a.4 Identify main idea and supporting ideas in expository/informational writing.

**Skills:**

- GTCC.7.W.2a.5 Write effective introductions.  
GTCC.7.W.2a.6 Use various techniques for introduction appropriate audience and purpose.  
GTCC.7.W.2a.7 Write expository/informational texts to explore a topic and examine ideas.

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.7.W.2a.8 Understand the purpose and format of an introduction.  
GTCC.7.W.2a.9 Understand relationship of topic to audience.  
GTCC.7.W.2a.10 Understand the purpose and relationship of thesis to organization.

**Facts:**

- GTCC.8.W.2b.1 Identify accurate and relevant information including well-chosen facts, definitions, concrete details, quotations, or other information and examples.  
GTCC.8.W.2b.2 Identify the structure and development of the topic.  
GTCC.8.W.2b.3 Identify the relevant supporting details.

**Skills:**

- GTCC.8.W.2b.4 Write effective topic sentences.  
GTCC.8.W.2b.5 Write effective supporting detail using relevant facts from reliable sources.  
GTCC.8.W.2b.6 Write detailed paragraphs with concrete nouns and verbs.

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.2b.7 Organize topic and supporting details in a logical and effective order.  
GTCC.8.W.2b.8 Understand audience and purpose.  
GTCC.8.W.2b.9 Determine an effective supporting conclusion and transition.

**Facts:**

- GTCC.8.W.2c.1 Identify various purposes of transitions, including comparison and contrast, conclusion, definition, and delineation.

**Skills:**

- GTCC.8.W.2c.2 Write effective transitions based on purpose.

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.2c.3 Analyze various purposes of transitions.

**Facts:**

- GTCC.8.W.2d.1 Identify strong, active verbs.  
GTCC.8.W.2d.2 Identify domain-specific vocabulary.  
GTCC.8.W.2d.3 Identify varied sentence structure.

**Skills:**

- GTCC.8.W.2d.4 Write with strong active verbs.  
GTCC.8.W.2d.5 Write with varied sentence structure.  
GTCC.8.W.2d.6 Write explanatory sentences defining domain specific vocabulary.

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.W.2d.7 Select appropriate transitional words according to purpose.**

**GTCC.8.W.2d.8 Understand audience and purpose.**

**Facts:**

**GTCC.8.W.2f.1 Identify effective conclusions.**

**GTCC.8.W.2f.2 Identify effective concluding summary.**

**Skills:**

**GTCC.8.W.2f.3 Write effective summary conclusions.**

**GTCC.8.W.2f.4 Use the appropriate conclusion for the purpose.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.W.2f.5 Analyze different conclusions and understand how to write your own.**

**STANDARD 3**

**Text Types and Purposes**

STATE STANDARD--MCCS.W.8.3 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 event.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or event.

STATE ANCHOR STANDARD--CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 3**

**Narrative--Develop Real or Imagined Experiences**

**Facts:**

**GTCC.8.3a.1 Identify time and place of narrative.**

**GTCC.8.3a.2 Identify first-person point of view or third-person point of view.**

**GTCC.8.3a.3 Identify protagonist and antagonist; and other supporting characters.**

**GTCC.8.3a.4 Identify plot and conflict as well character development including story or plot line/ story arc (exposition, rising action, climax, falling action, resolution).**

**Skills:**

**GTCC.8.3a.5 Write using detailed nouns and adjectives establishing setting.**

**GTCC.8.3a.6 Write from a consistent point of view.**

**GTCC.8.3a.7 Use descriptive details to create believable characters.**

**GTCC.8.3a.8 Write using a story arc to maintain narrative structure.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.3a.9 Analyze relationship between character and setting.**

**GTCC.8.3a.10 Analyze relationships between characters.**

**GTCC.8.3a.11 Determine most effective point of view.**

**GTCC.8.3a.12 Organize narrative according to story arc.**

**Facts:**

**GTCC.8.3b.1 Identify correct punctuation for dialog.**

**GTCC.8.3b.2 Identify correct verbs to demonstrate action, explication, and dialog.**

**GTCC.8.3b.3 Identify vivid verbs, descriptive detail, and mood establishing words.**

**GTCC.8.3b.4 Identify mood, tone and diction.**

**Skills:**

**GTCC.8.3b.5 Write using standard forms of punctuation including quotation marks, commas, and end marks.**

**GTCC.8.3b.6 Write using precise verbs that demonstrate appropriate actions.**

**GTCC.8.3b.7 Write using precise, appropriate language that creates descriptive details and action.**

**GTCC.8.3b.8 Write using adjectives, adverbs and nouns that establish appropriate mood and tone.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.3b.9 Understand denotation and connotation.**

**GTCC.8.3b.10 Understand conventions of dialog in written conversation.**

**GTCC.8.3b.11 Understand relationship of descriptive detail to plot and character development.**

**GTCC.8.3b.12 Understand relationship between descriptive detail and mood, tone and diction.**

**Facts:**

**GTCC.8.3c.1 Identify transition words, phrases or clauses relating to time, setting and point of view.**

**GTCC.8.3c.2 Identify words, phrases and clauses that establish cause and effect and consequence.**

**Concepts:**

**GTCC.8.3c.3 Write using transitions between time, setting and point of view.**

**GTCC.8.3c.4 Write using descriptive words, phrases and clauses that establish cause and effect and consequence.**

**Skills: At this level students need to be independently competent using objectives.**

**GTCC.8.3c.5 Organize paragraphs using transition words relating to time, setting and point of view.**

**GTCC.8.3c.6 Determine cause and effect and consequences in the narrative structure.**

**Facts:**

**GTCC.8.3e.1 Identify climax and resolution.**

**Skills:**

**GTCC.8.3e.2 Write a plausible conclusion that follows established story arc.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.3e.3 Determine relationship between conflict and resolution.**

**Production and Distribution of Writing**

STATE STANDARD--MCCS.W.8.4 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 1-3above.)

STATE ANCHOR STANDARD--CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 4**

### **Development, Organization, and Style**

#### **Facts:**

- GTCC.8.W.4.1 Identify appropriate task, purpose and audience before pre-writing.**
- GTCC.8.W.4.2 Identify effective introductions and conclusions.**
- GTCC.8.W.4.3 Identify paragraph development.**
- GTCC.8.W.4.4 Identify transitions within and between paragraphs.**
- GTCC.8.W.4.5 Identify appropriate style (formal vs. informal).**

#### **Skills:**

- GTCC.8.W.4.6 Establish audience and context of writing assignment.**
- GTCC.8.W.4.7 Use effective introductions to draw the reader in.**
- GTCC.8.W.4.8 Use effective conclusions to reflect understanding of writing.**
- GTCC.8.W.4.9 Use topic sentences, developing supporting sentences, and transitions in paragraphs.**
- GTCC.8.W.4.10 Use adverbs and adverbial phrases within and between paragraphs.**
- GTCC.8.W.4.11 Use appropriate spelling and grammar conventions with regard to style.**

#### **Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.4.12 Organize ideas according to audience, purpose and task.**
- GTCC.8.W.4.13 Determine appropriate structure according to audience, purpose and task.**
- GTCC.8.W.4.14 Determine appropriate style for audience purpose and task.**

## **STANDARD 5**

### **Production and Distribution of Writing**

STATE STANDARD--MCCS.W.8.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

STATE ANCHOR STANDARD--CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 5**

### **Writing Process**

#### **Facts:**

- GTCC.8.W.5.1 Identify different strategies for planning and pre-writing.**
- GTCC.8.W.5.2 Identify different strategies for drafting.**
- GTCC.8.W.5.3 Identify different strategies for revising and editing.**
- GTCC.8.W.5.4 Identify strengths and weakness of a first draft.**
- GTCC.8.W.5.6 Identify a publishable product.**

#### **Skills:**

- GTCC.8.W.5.7** Use different approaches to planning and pre-writing (T-charts, webbing, outlining, etc.).
- GTCC.8.W.5.8** Use different approaches to drafting according to student’s individual needs.
- GTCC.8.W.5.9** Write using multiple organizational approaches to determine the best one.
- GTCC.8.W.5.10** Read the first draft critically and with support from peers and adults make appropriate changes.
- GTCC.8.W.5.11** Know the standards and conventions required in a publishable product.  
Concepts: At this level students need to be independently competent using objectives.
- GTCC.8.W.5.12** Understand the importance of planning and pre-writing.
- GTCC.8.W.5.13** Understand the importance of developing a drafting process.
- GTCC.8.W.5.14** Understand the importance of revising and editing.
- GTCC.8.W.5.15** Understand the importance of trying new approaches to a draft.
- GTCC.8.W.5.16** Determine the difference between a working draft and a publishable product.

STANDARD 6

Production and Distribution of Writing

STATE STANDARD--MCCS.W.8.6 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.

STATE ANCHOR STANDARD--CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



**GOLDEN TRIANGLE CURRICULUM FOR STANDARD 6**

**Technology and Writing**

**Facts:**

- GTCC.8.W.6.1** Identify appropriate format of writing product (MLA, APA, letter, blog, etc.).
- GTCC.8.W.6.2** Identify the best methods of collaborating with peers and others using technology.

**Skills:**

- GTCC.8.W.6.3** Write using the appropriate form for the writing product.
- GTCC.8.W.6.4** Write using standard conventions of the appropriate form (MLA, APA, letter, blog, etc.).
- GTCC.8.W.6.5** Write using the appropriate form to effectively collaborate.

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.6.6** Determine appropriate format for audience, purpose and task.

STANDARD 7

Research to Build and Present Knowledge

STATE STANDARD--MCCS.W.8.7 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. Include sources and/or topics by and about American Indians.

STATE ANCHOR STANDARD--CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 7**

### **Long and Short Research Projects**

#### **Facts:**

- GTCC.8.W.7.1 Identify sources of information, whether print or electronic.**
- GTCC.8.W.7.2 Identify the reliable sources of information.**
- GTCC.8.W.7.3 Identify steps involved in researching information.**
- GTCC.8.W.7.4 Identify the need for multiple print and electronic sources.**

#### **Skills:**

- GTCC.8.W.7.5 Conduct short research projects to answer a question.**
- GTCC.8.W.7.6 Conduct research projects that draw on multiple sources.**
- GTCC.8.W.7.7 Conduct short research projects that generate focused questions that allow for multiple avenues of research. Include topics by and about American Indians.**

**Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.7.8 Information comes from multiple print and electronic sources.**
- GTCC.8.W.7.9 Connect multiple sources of information to arrive at a conclusion.**
- GTCC.8.W.7.10 Understand how to take a self-generated question through the process of collecting information from several sources and generating related, focused questions that allow for multiple avenues of exploration.**

STATE STANDARD--MCCS.W.8.8 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.

STATE ANCHOR STANDARD--CCRA.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.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 8**

### **Gather Relevant, Credible, and Accurate Information from Print and Digital Sources.**

#### **Facts:**

- GTCC.8.W.8.1 Identify a relevant print or electronic source.**
- GTCC.8.W.8.2 Identify author, title, publication and date of source.**
- GTCC.8.W.8.3 Determine credibility and accuracy of each source.**
- GTCC.8.W.8.4 Identify paraphrase and direct quotes.**

#### **Skills:**

- GTCC.8.W.8.5 Conduct searches for relevant print and electronic sources.**
- GTCC.8.W.8.6 Follow a standard format for citation.**
- GTCC.8.W.8.7 Quote or paraphrase data to avoid plagiarism from print or electronic text.**
- GTCC.8.W.8.8 Practice using search terms effectively and correctly.**

**Concepts: At this level students need to be independently competent using objectives.**  
**GTCC.8.W.8.9 Analyze information for accuracy and credibility.**  
**GTCC.8.W.8.10 Determine authorship and publication reliability of a source.**  
**GTCC.8.W.8.11 Connect relevant information from multiple sources to answer questions.**

## STANDARD 9

### Research to Build and Present Knowledge

STATE STANDARD--MCCS.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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”).
- 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”).

STATE ANCHOR STANDARD--CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 9**

### **Draw Evidence from Literary or Informational Text**

#### **Facts:**

- GTCC.8.W.9.1 Identify key words and phrases in sources to meet research needs.**  
**GTCC.8.W.9.2 Identify the appropriate technique to gather information from a source (notecards, sticky notes, etc.).**  
**GTCC.8.W.9.3 Identify key concepts and ideas from sources to meet research needs.**

#### **Skills:**

- GTCC.8.W.9.4 Summarize information from sources using paraphrase and direct quotes.**  
**GTCC.8.W.9.5 Organize information for clarity and coherence.**  
**GTCC.8.W.9.6 For literature analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works. Describe how the material is rendered new.**  
**GTCC.8.W.9.7 For nonfiction, delineate and evaluate the argument and claims in a text, assessing whether the reasoning is sound and the evidence relevant, recognize when irrelevant evidence is introduced.**

#### **Concepts: At this level students need to be independently competent using objectives.**

- GTCC.8.W.9.8 Understanding how evidence supports answers to questions.**  
**GTCC.8.W.9.9 Understand how information from multiple sources connects to answer questions.**  
**GTCC.8.W.9.10 Understand how to use and draw evidence from fiction or nonfiction sources.**

## STANDARD 10 Range of Writing

STATE STANDARD--MCCS.W.8.10 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.

STATE ANCHOR STANDARD--CCRA.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.



## **GOLDEN TRIANGLE CURRICULUM FOR STANDARD 10**

### **Write Long and Short Pieces**

#### **Facts:**

**GTCC.8.W.10.1 Identify the amount of time needed to write according to purpose, audience and task.**

**GTCC.8.W.10.2 Identify the appropriate form for writing tasks of various length.**

#### **Skills:**

**GTCC.8.W.10.3 Practice writing over a short time.**

**GTCC.8.W.10.4 Practice writing over an extended time.**

**Concepts: At this level students need to be independently competent using objectives.**

**GTCC.8.W.10.5 Determine the appropriate form and structure of a writing prompt based on audience, purpose and task and whether it will be written over a short time frame or an extended time frame.**