

**Writing Booklet**

Name: \_\_\_\_\_ Date \_\_\_\_\_

**Target 8.IT.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Target 8.IW.2a1:** Introduce a topic clearly, previewing what is to follow

**Target 8.IW.2a2:** 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.

**Target 8.IW.2b:** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**Target 8.IW.2c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**Target 8.IW.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Target 8.IW.2e:** Establish and maintain a formal style.

**Target 8.IW.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Target LAW.2A** - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**Please continue to the next page.**

**8th Grade Informational Explanatory Writing**

---

**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.

Writing Target	Extends 4	Mastery 3	Below 2	Well Below 1
<b>8.IT.1.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Does not apply.	<ul style="list-style-type: none"> <li>• Cites accurate (word for word or paraphrased from the text), relevant (text clearly connects to inference) textual evidence to support each big idea.</li> </ul>	<ul style="list-style-type: none"> <li>•Big ideas are inconsistently supported with accurate (word for word or paraphrased from the text) and relevant (text connects to the inference) textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Text evidence may be missing or general (not taken word for word from the text) or irrelevant (does not support the big idea the writer claims it does).</li> </ul>
<b>8.IW.2a.1</b> Introduce a topic clearly, previewing what is to follow	<ul style="list-style-type: none"> <li>• Introduces the topic clearly in an engaging, sophisticated way that suits the purpose of the piece, previewing what is to follow. (Background sentences, topic sentence, preview or sneak peak sentence).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic clearly. Reader understands the topic, previewing what is to follow (Background sentences, topic sentence, preview or sneak peak sentence).</li> </ul>	<ul style="list-style-type: none"> <li>•Topic and main ideas are somewhat unclear (reader is left with questions about topic).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the topic is lacking/missing</li> <li>AND /OR</li> <li>•Introduction is off topic (does not connect to big ideas)</li> </ul>
<b>8.IW.2a2</b> 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.	<ul style="list-style-type: none"> <li>• Organization enhances meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas, concepts, and information into broader categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited organization</li> <li>• Concepts unclear, lacking broader information</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational pattern is not evident</li> </ul>

<p><b>8.IW.2b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> <li>• Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> </ul> <p>AND</p> <p>*Explanation of how big ideas connect to supporting details offers a unique, sophisticated perspective outside of the expected or typical inferences that could be drawn, while still being fully supported by the textual evidence.</p>	<ul style="list-style-type: none"> <li>• Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul> <p>(Big idea, detail, your explanation are developed)</p>	<ul style="list-style-type: none"> <li>• Develops the topic with limited relevant facts, definitions, details, quotations, or other information and examples</li> </ul> <p>AND/OR</p> <p>Provides limited/unclear explanation of how text evidence supports the big idea.</p>	<ul style="list-style-type: none"> <li>• Lacks relevant facts, definitions, details, quotations, or other information and examples</li> </ul> <p>AND/OR</p> <p>Explanation of how text evidence supports big idea is missing</p>
<p><b>8.IW.2c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> <li>• Uses sophisticated and varied transitions embedded in the writing to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited use of transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Transitions may be repetitive and/or simple, or obtrusive (they stick out and are not incorporated smoothly with the writing).</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions are missing</li> </ul>

Please continue to the next page.

<p><b>8.IW.2d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> <li>• Accurately uses precise language that is consistently above grade level to inform or explain the topic.</li> <li>• Uses and defines content for vocabulary specific to topic throughout writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise language to inform or explain the topic.</li> <li>• Uses and defines content vocabulary specific to topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses ambiguous (unclear) language to inform or explain the topic.</li> <li>• Uses clichés (overused expressions) and vocabulary that is not specific to topic or lacks connection to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use any grade level vocabulary. Very general and generic word choice.</li> <li>• Uses words or phrases incorrectly.</li> </ul>
<p><b>8.IW.2e.</b> Establish and maintain a formal style.</p>	<p>*Does not extend</p>	<ul style="list-style-type: none"> <li>• Maintains formal style throughout that is appropriate for the task and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal style is lacking and/or uses slang</li> </ul>	<ul style="list-style-type: none"> <li>• Style is inappropriate to topic.</li> </ul>
<p><b>8.IW.2f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>• Provides a sophisticated concluding section that follows from and supports the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a concluding section that follows from and supports the information or explanation presented (restate topic sentence, review sentence, think about)</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion repeats the introduction or simply restates all of the main points.</li> <li>• Conclusion is limited or lacks appropriate development.</li> </ul>	<ul style="list-style-type: none"> <li>• No apparent conclusion or conclusion completely off topic (may bring up new points not introduced in the paper).</li> </ul>
<p><b>8.LAW.2a:</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p>•Does not apply.</p>	<ul style="list-style-type: none"> <li>•Uses punctuation (comma, ellipsis, dash) to indicate a pause or break. Minimal errors.</li> </ul>	<ul style="list-style-type: none"> <li>•Number of errors indicates that skill has not been mastered.</li> </ul>	<ul style="list-style-type: none"> <li>•Number of errors indicates that skill has not been learned.</li> </ul>

**Please continue to the next page.**

<p><b>Conventions.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Uses sophisticated AND/OR strategic grammar, word usage, mechanics (capitalization, punctuation, and spelling)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade-appropriate mechanics (capitalization, punctuation, and spelling) and word use with minor errors that do not interfere with reader's understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade-appropriate basic mechanics (capitalization, punctuation, and spelling) and word use with some errors which may interfere with reader's understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Uses below grade level basic mechanics (capitalization, punctuation, and spelling) with frequent errors that interfere with reader's understanding</li> </ul>
---	--	---	--	--

**Directions:** Use the video link below and passage #2 to complete the following:

**Informative/Explanatory Writing Piece:**

a) Watch the YouTube video clip, “New Immigrants Share Their Stories” and take notes while you are watching the short clip.

**<http://www.youtube.com/watch?v=33OINI3xVbc&feature=related>**

b) Then, using your notes from the documentary clip and information from the excerpt of *Angel Island: Immigrant Gateway to America*, **compare and contrast the stories of current immigrants with those of the immigrants from the past in a multi-paragraph paper. You may want to consider the feelings of the immigrants, the circumstances surrounding their reasons for leaving, and their experiences once they arrived.**

c) You need to cite a minimum of 3 pieces of text evidence (specific facts, definitions, concrete details, quotations or other information) to support your main idea.

**Please begin your essay on the next page.**









