# 2018 English Language Arts Textbook and Instructional Materials Committee Rating Sheet for the

2017 English Standards of Learning and Curriculum Framework – Grade 8 Writing: myPerspectives English Language Arts

Virginia Department of Education, 2018

**Text/Instructional Material Title:\_\_\_** **myPerspectives English Language Arts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_Pearson\_Education Incorporated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Committee Member : \_\_\_\_\_\_\_Consensus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Section I – English Language Arts Standard and Rating Chart

Directions: Please mark the following standard correlations as Adequate, Limited, or No Evidence

|  |  |
| --- | --- |
| **Section I. English Language Arts Standard** | **Rating** |
| **8.7** |  |
| **8.7 a** | Adequate |
| **8.7b** | Adequate |
| **8.7c** | Adequate |
| **8.7 d** | Adequate |
| **8.7 e** | Adequate |
| **8.7 f**  | Adequate |
| **8.7g** | Adequate |
| **8.7h** | Adequate |
| **8.7i** | Adequate |
| **8.7j** | Adequate |
| **8.7k** | Limited |
| **8.7l** | Adequate |
| **8.8** |  |
| **8.8 a** | Adequate |
| **8.8 b**  | Adequate |
| **8.8 c** | Adequate |
| **8.8 d** | Adequate |
| **8.8 e** | Adequate |
| **8.8 f** | Adequate |
| **8.8 g** | Adequate |
| **8.9** |  |
| **8.9 a**  | Adequate |
| **8.9 b** | Adequate |
| **8.9 c** | Adequate |
| **8.9 d** | Adequate |
| **8.9 e** | Adequate |
| **8.9 f** | Adequate |
| **8.9 g** | Adequate |
| **8.9 h** | Adequate |
| **8.9 i** | Adequate |

## Section II. Additional Criteria: Instructional Planning and Support.

Please mark the following correlations as Adequate, Limited, or No Evidence.

| **Section II. Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| **1.** Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. | Adequate |
| **2.** Materials are organized appropriately within and among units of study. | Adequate |
| **3.** Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| **4.** Writing style, length of sentences, and vocabulary are appropriate. | Adequate |
| **5.** Sufficient instructional strategies are provided to promote depth of understanding. | Adequate |

## English Standard 8.7

## Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.  | Rating |
| --- | --- |
| a) Engage in writing as a recursive process. | Adequate |
| b) Choose intended audience and purpose. | Adequate |
| c) Use prewriting strategies to generate and organize ideas. | Adequate |
| d) Organize writing structure to fit form or topic. | Adequate |
| e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style. | Adequate |
| f) Compose a thesis statement for persuasive writing that advocates a position. | Adequate |
| g) Clearly state and defend a position with reasons and evidence, from credible sources. | Adequate |
| h) Identify a counterclaim and provide a counter - argument. | Adequate |
| i) Distinguish between fact and opinion to support a position. | Adequate |
| j) Organize information to provide elaboration and unity. | Adequate |
| k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. | Limited |
| l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. | Adequate |

## English Standard 8.8

## Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Rating |
| --- | --- |
| a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. | Adequate |
| b) Correctly use pronouns in prepositional phrases with compound objects. | Adequate |
| c) Use a variety of sentence structures to infuse sentence variety in writing. | Adequate |
| d) Maintain consistent verb tense across paragraphs. | Adequate |
| e) Use comparative and superlative degrees in adverbs and adjectives. | Adequate |
| f) Use quotation marks with dialogue and direct quotations. | Adequate |
| g) Use correct spelling for frequently used words. | Adequate |

## English Standard 8.9

## Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product. | Rating |
| --- | --- |
| a) Formulate and revise questions about a research topic.  | Adequate |
| b) Collect and synthesize information from multiple sources. | Adequate |
| c) Evaluate and analyze the validity and credibility of resources. | Adequate |
| d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.  | Adequate |
| e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. | Adequate |
| f) Quote, summarize and paraphrase research findings. | Adequate |
| g) Publish findings and respond to feedback. | Adequate |
| h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | Adequate |
| i) Demonstrate ethical use of the Internet. | Adequate |

## II. Additional Criteria: Instructional Planning and Support

(Reported but not used in correlation and adoption considerations.)

|  **Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | Adequate |
| 2. The textbook is organized appropriately within and among units of study. | Adequate |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| 4. The writing style, syntax, and vocabularyare appropriate. | Adequate |
| 5. Sufficient instructional strategies are provided to promote depth of understanding.  | Adequate |