| 2024 Grade 8 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number CT for Core Technology. (Identify no more than 8 correlations.) |
| **8.RV The student will systematically build vocabulary and word knowledge based on grade eight content and texts.** |  |
| 8.RV.1 A. Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics. |  |
| 8.RV.1 B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases. |  |
| 8.RV.1 C. Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words. |  |
| 8.RV.1 D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word. |  |

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| 8.RV.1 E. Analyze the construction and meaning of an author’s use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom. |  |
| 8.RV.1 F. Discriminate between the meanings of connotative words and their denotative meanings. |  |
| 8.RV.1 G. Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech. |  |
| 8.RV.1 H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. |  |
| **8.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama** |  |
| 8.RL.1 A. Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages. |  |
| 8.RL.1 B. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view. |  |
| 8.RL.1 C. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text. |  |
| 8.RL2 A. Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader. |  |
| 8.RL.2 B. Analyzehow the elements of an author’s style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice. |  |
| 8.RL.2 C. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |  |
| 8.RL 2 D. Analyze how an author’s use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise. |  |
| 8.RL.3 A. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |  |
| 8.RL.3 B. Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history. |  |
| 8.RL.3 C. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics. |  |
| 8.RI. 1 A. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events. |  |
| 8.RI. 1 B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them. |  |
| 8.RI.1 C. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims. |  |
| 8.RI.2 A. Evaluate an author’s use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension. |  |
| 8.RI.2 B. Analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text. |  |
| 8.RI.2 C. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints. |  |
| 8.RI.3 A. Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented. |  |
| 8.RI.3 B. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on a topic. |  |
| 7. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear. |  |