| 2024 Grade 8 English Standards of Learning |
| --- |

|  |  |
| --- | --- |
| STANDARD | Correlation: Must address the standards. Use page number CT for Core Technology. (Identify no more than 8 correlations.) |
| **8.W The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.** |  |
| 8.W.1 A. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action. |  |
| 8.W.1 B. Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts. |  |
| 8.W. 1 C. Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made. |  |
| 8.W. 1 D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s). |  |

| 2024 Grade 8 English Standards of Learning |
| --- |
| STANDARD | Correlation: Must address both the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 8.W.2 A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:1. Composing a thesis statement that states a position or explains the purpose.
2. Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
3. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.
4. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
5. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
6. Expanding and embedding ideas to create sentence variety.
7. Providing a concluding statement or section.
 |  |
| 8.W.3 A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. |  |
| 8.W.3 B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). |  |
| **8.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.** |  |
| 8.LU.1 A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing. |  |
| 8.LU.1 B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.  |  |
| 8.LU.1 C. Use specific adjectives and adverbs to enhance speech and writing. |  |
| 8.LU.1 D. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.  |  |
| 8.LU.1 E. Maintain consistent verb tense across paragraphs in writing. |  |
| 8.LU.2 A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.  |  |
| 8.LU.2 B. Use and punctuate dialogue and direct quotations appropriately in writing.  |  |
| 8.LU.2 C. Recognize and consistently spell frequently used words accurately. |  |
| 8.LU.2 D. Consult reference materials to check and correct spelling. |  |

|  |  |
| --- | --- |
| **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. |  |