

Main Criteria: Structure and Style for Students Year 3 Level B

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
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INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
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INDICATOR / STANDARD	8.RL.3.	Integration of Concepts
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INDICATOR	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.
INDICATOR	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.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
INDICATOR	D.	Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

Poetry Week 20, p. 209-214

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.RL.3.	Integration of Concepts
INDICATOR	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.

INDICATOR	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.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

INDICATOR D. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

Poetry Week 21, p. 215-220

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.RL.3.	Integration of Concepts

INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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INDICATOR	D.	Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

Poetry Week 22, p. 221-226

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.

INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.RL.2.	Craft and Style

INDICATOR	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.
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INDICATOR	B.	Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.RL.3.	Integration of Concepts

INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.RL.1.	Key Ideas and Plot Details
INDICATOR	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.
INDICATOR	C.	Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.RL.2.	Craft and Style

PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.
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Timed Essay Week 24, p. 237-238

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC**Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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STRAND / TOPIC**Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	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.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC**Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC**Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	8.LU.1.	Grammar
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INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	8.LU.2.	Mechanics
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INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

Unit 1: Note Making and Outlines Week 01, p. 9-16

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
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INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	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.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	ii.	Incorporating pertinent descriptions, facts, details, and examples to support the main ideas.
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
PROGRESS INDICATOR	v.	Referencing source material as appropriate during the presentation.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.3.	Integrating Multimodal Literacies
INDICATOR	A.	Plan and present a multimodal presentation that
PROGRESS INDICATOR	ii.	Uses pertinent descriptions, facts, and details.
PROGRESS INDICATOR	iii.	Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).

STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.2.	Craft and Style

INDICATOR 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.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR 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.

STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR 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.

INDICATOR D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

STRAND / TOPIC **Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR A. **Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:**

PROGRESS INDICATOR ii. 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.

PROGRESS INDICATOR iv. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.

PROGRESS INDICATOR v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics
INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
INDICATOR	D.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

Unit 3: Retelling Narrative Stories Week 03, p. 33-42

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	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.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS INDICATOR ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS INDICATOR v. Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS INDICATOR vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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INDICATOR	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.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	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.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS INDICATOR ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS INDICATOR v. Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS INDICATOR vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas

INDICATOR A. Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR iii. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	D.	Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND /
TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts

INDICATOR 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.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR 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.

INDICATOR D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR A. **Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:**

PROGRESS INDICATOR ii. 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.

PROGRESS INDICATOR iv. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.

PROGRESS INDICATOR v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

PROGRESS INDICATOR vi. Expanding and embedding ideas to create sentence variety.

PROGRESS INDICATOR vii. Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

Unit 4: Summarizing a Reference Week 06, p. 61-72

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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Unit 5: Writing from Pictures Week 07, p. 73-82

Virginia Standards of Learning

Language Arts
Grade 8 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
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INDICATOR / STANDARD	8.W.2.	Organization and Composition
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INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	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.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
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INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
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INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	8.LU.1.	Grammar
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INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	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.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
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INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

Unit 6: Summarizing Multiple References Week 09, p. 93-110

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.

PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration

INDICATOR A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.

Unit 6: Summarizing Multiple References Week 10, p. 111-118

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	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.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	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.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND /
TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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STRAND /
TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition

INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
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PROGRESS INDICATOR	ii.	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.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

STRAND / TOPIC

Research

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Unit 7: Inventive Writing Week 12, p. 127-134

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	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.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	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.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
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INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND /
TOPIC

Reading Literary Text

STANDARD / STRAND	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.
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INDICATOR / STANDARD	8.RL.2.	Craft and Style
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INDICATOR	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.
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STRAND /
TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

Unit 8: Formal Essay Models Week 14, p. 139-146

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	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.

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND /
TOPIC

Reading Informational Text

STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.2.	Craft and Style

INDICATOR	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.
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	8.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	8.RI.3.	Integration of Concepts
INDICATOR	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.
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	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.
INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
STRAND / TOPIC		Writing
STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	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.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS INDICATOR ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS INDICATOR v. Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS INDICATOR vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

Unit 8: Formal Essay Models Week 16, p. 173-176

Virginia Standards of Learning**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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INDICATOR	D.	Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:

PROGRESS INDICATOR	ii.	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.
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PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
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PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
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PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
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PROGRESS INDICATOR	vii.	Providing a concluding statement or section.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar

INDICATOR C. Use specific adjectives and adverbs to enhance speech and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.

INDICATOR D. Consult reference materials to check and correct spelling.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.

PROGRESS INDICATOR ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.

PROGRESS INDICATOR v. Thoughtfully paraphrasing and summarizing ideas made during discussions.

PROGRESS INDICATOR vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:

PROGRESS INDICATOR iii. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	8.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eight content and texts, solve problems, and support cross-curricular learning.
INDICATOR / STANDARD	8.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Collect, organize, and synthesize information from multiple sources using various notetaking formats.
INDICATOR	F.	Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.

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Virginia Standards of Learning**Language Arts**

Grade 8 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	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.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

INDICATOR	A.	Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
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INDICATOR	D.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	8.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
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PROGRESS INDICATOR	ii.	Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
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PROGRESS INDICATOR	v.	Thoughtfully paraphrasing and summarizing ideas made during discussions.
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PROGRESS INDICATOR	vii.	Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	8.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	8.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Deliver collaborative and individual formal and informal interactive presentations This includes:
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PROGRESS INDICATOR	iii.	Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
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Unit 9: Formal Critique Week 18, p. 183-198

Virginia Standards of Learning

Language Arts

Grade 8 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	8.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	8.RV.	The student will systematically build vocabulary and word knowledge based on grade eight content and texts.
INDICATOR / STANDARD	8.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	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.
INDICATOR	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.
INDICATOR	H.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.RL.1.	Key Ideas and Plot Details
INDICATOR	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.

STRAND / TOPIC

Writing

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.1.	Modes and Purposes for Writing
INDICATOR	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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.2.	Organization and Composition
INDICATOR	A.	Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
PROGRESS INDICATOR	ii.	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.
PROGRESS INDICATOR	iv.	Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
PROGRESS INDICATOR	v.	Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.
PROGRESS INDICATOR	vi.	Expanding and embedding ideas to create sentence variety.
PROGRESS INDICATOR	vii.	Providing a concluding statement or section.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	8.W.	The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.
INDICATOR / STANDARD	8.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.1.	Grammar
INDICATOR	C.	Use specific adjectives and adverbs to enhance speech and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	8.LU.2.	Mechanics

