

PUBLISHER:			
SUBJECT:	4008 – English Language Arts	SPECIFIC GRADE:	Eighth Grade
COURSE:		TITLE	
COPYRIGHT:			
SE ISBN:		TE ISBN:	
URL for Online Resources:			
Teacher Demo Account Username:		Teacher Demo Account Password:	
Student Demo Account Username:		Student Demo Account Password:	

NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - Grade 8

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	
		2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.	
		3. FORMAT This resource includes an interactive electronic/digital component for students.	
		4. BIAS The instructional resource is free of political bias.	
		5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)	

GENERAL EVALUATION CRITERIA

2021 -2027
Group II – English Language Arts

Grade 8

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:										
College- and Career- Readiness Skills											
Thinking and Problem-Solving Skills											
<i>English Language Arts Content:</i>											
	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;										
	2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;										
	3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and										
	4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.										
Information and Communication Skills/English Language Arts											
<i>For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:</i>											

	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
	6. make informed choices about sources and information; and						
	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						

Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

	8. conduct academically appropriate research, validate sources, and report ethically on findings;						
	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;						
	10. engage in self-directed inquiry;						
	11. work collaboratively; and						
	12. practice time and task management skills in problem-based learning situations.						

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of college- and career- readiness standards, the instructional resources

	13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.						
	14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.						
	15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;						
	16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.						

	17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;						
	18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;						
	19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;						
	20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;						
	21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes: <ul style="list-style-type: none"> • Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. • Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 						
	22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;						
	23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.						
	24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;						
	25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);						
	26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;						
	27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.						

	28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)						
Life Skills							
<i>For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:</i>							
	29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.						
	30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and						
	31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.						
	32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).						
Assessment							
	32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).						
	33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.						
	34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).						
Organization, Presentation and Format							

	35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.						
	36. Must provide pre-reading activities and suggested approaches to support teacher’s scaffolding that are highly focused and begin with conceptual understanding.						
	37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).						

SPECIFIC EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - CCR Grade 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 8, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for eighth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Students in eighth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from seventh grade, the following chart highlights the college- and career-readiness indicators that will be developed in eighth grade:

College- and Career-Readiness Indicators for Grade 8	
Literacy Foundations	
	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use word analysis skills to decode unfamiliar words. • Write legibly in cursive or joined italics with correct margins and spacing.

<p>Reading</p> <ul style="list-style-type: none"> • Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range. • Analyze how structure or formatting, point of view, and/or interactions between individuals, events, and ideas contribute to the overall meaning of a text; cite textual evidence to support analysis. • Analyze how authors shape their presentations by emphasizing certain evidence or interpretations and assess whether reasoning is sound and evidence is relevant to support claims; cite evidence to support analysis. 	<p>Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing emphasizing sound reasoning and evidence, precise word choices, smooth transitions, and sentence variation. • Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source; avoid plagiarism and follow a standard format for citation (MLA or APA).
<p>Speaking/Listening</p> <ul style="list-style-type: none"> • Engage effectively with diverse partners in a range of collaborative discussions on grade 8 topics, texts, and issues, acknowledging new information expressed by others and, when warranted, qualifying or justifying views in light of the evidence presented. • Analyze the purpose of information presented in diverse media and evaluate the motives behind its presentation. • Present findings and claims to others; emphasize key points with relevant evidence and sound reasoning; adapt speech to the audience and the formality of the setting; respond to questions and comments with relevant observations and ideas. 	<p>Language</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening; choose language that expresses ideas precisely and concisely, using strong, active verbs to create a clear picture for the audience. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT</p>	<p align="center">County Adoption Committee Evaluation Responses</p>							
	<p align="center">I=In- depth</p>	<p align="center">A=Adequate</p>	<p align="center">M=Minimal</p>	<p align="center">N=Nonexistent</p>	<p align="center">I</p>	<p align="center">A</p>	<p align="center">M</p>	<p align="center">N</p>
<p>Literacy Foundations</p>								
	<p>A. Fluency</p>							

	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 						
	B. Phonics and Word Recognition						
	<p>2. Know and apply word analysis skills in decoding unfamiliar words.</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 						
	C. Handwriting						
	<p>3. Write fluidly and legibly in cursive or joined italics.</p>						
Reading							
	D. Key Ideas and Details						
	<p>4. Cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.</p>						
	<p>5. Determine a theme or central idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>						
	<p>6. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>						
	<p>7. Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.</p>						
	<p>8. Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>						
	<p>9. Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events.</p>						
	E. Craft and Structure						
	<p>10. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>						
	<p>11. Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.</p>						

	12. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor in a literary text.						
	13. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.						
	14. Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.						
	15. Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.						
	F. Integration of Knowledge and Ideas						
	16. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.						
	17. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is transformed in the modern work.						
	18. Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.						
	19. Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.						
	20. Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.						
	G. Range of Reading and Text Complexity						
	21. By the end of the year, read and comprehend literary texts at the high end of grades 6–8 text complexity range independently and proficiently.						
	22. By the end of the year, read and comprehend informational texts at the high end of the grades 6–8 text complexity range independently and proficiently.						
Writing							
	H. Text Types and Purposes						
	23. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 						

	<ul style="list-style-type: none"> • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 						
	<p>24. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 						
	<p>25. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events. 						
	<p>I. Production and Distribution of Writing</p>						
	<p>26. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>						
	<p>27. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or editing to</p>						

	demonstrate command of the Language standards up to and including grade 8, focusing on how well purpose and audience have been addressed.						
	28. Use technology to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.						
	J. Research to Build and Present Knowledge						
	29. Conduct short research projects to answer a question, (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.						
	30. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (MLA or APA).						
	31. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.						
	K. Range of Writing						
	32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.						
Speaking & Listening							
	L. Comprehension and Collaboration						
	33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 8 topics, texts, and issues, building on others' ideas and expressing ideas clearly. <ul style="list-style-type: none"> • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented. 						
	34. Analyze the purpose of information presented in digital, print, and non-print media and evaluate the motives behind its presentation.						

	35. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.						
	M. Presentation of Knowledge and Ideas						
	36. Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.						
	37. Integrate digital media and visuals into presentations to clarify information, strengthen claims and evidence, and add interest.						
	38. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 8 Language standards, as well as formal English, when indicated or appropriate.						
Language							
	N. Conventions of Standard English						
	39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Explain the function of gerunds, participles, and infinitives in general and their function in particular sentences. 						
	40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use a comma, ellipsis, or dash to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly, consulting reference materials as needed. 						
	O. Knowledge of Language						
	41. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Use verbs in the active and passive voice. Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects. <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb voice and mood. 						
	P. Vocabulary Acquisition and Use						
	42. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the initial determination of the meaning of a word or phrase. 						

	<p>43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations of words with similar denotations. 						
	<p>44. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>						