Prentice Hall
Writing and Grammar, Grade 8, 8th Edition © 2008

CORRELATED TO

West Virginia Generic Evaluation Criteria for English Language Arts
(Composition, Grammar, Handwriting, Journalism and Speech) and
Specific Evaluation Criteria for Composition and Grammar
Grade 8

TEACH • INSPIRE • CONNECT
## INSTRUCTIONAL MATERIALS ADOPTION

**PUBLISHER:** Pearson Prentice Hall  
**SUBJECT:** Language Arts  
**SPECIFIC GRADE:** 8  
**COURSE:** Composition and Grammar  
**TITLE:** Prentice Hall Writing and Grammar, 8E  
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**TE ISBN:** 0132009714

### GENERIC EVALUATION CRITERIA

**GROUP II – 2008-2014**  
English Language Arts (Composition, Grammar, Handwriting, Journalism and Speech) K-12

<table>
<thead>
<tr>
<th>R-E-S-P-O-N-S-E</th>
<th>CRITERIA</th>
<th>NOTES</th>
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| Yes  | No  | N/A  | I. INTER-ETHNIC  
The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).  
Models from literature are used to provide exemplars of writing genres for students as they begin their own papers. These literature models are by writers from a wide variety of backgrounds and deal with diverse themes. Titles include the following:  
"The Star of the Rodeo" by Larry Paul Kline, pp. 50–53  
"New Clothes for School," by Emily Hahn, pp. 78-83  
From "Accounts Settled," by Paul Annixter, pp. 108-111  
"Darkness at Noon," by Harold Krents, pp. 136-139  
"Are Animals Smart?," by Bruce Brooks, pp. 164-165  
"Why Is the Sea Blue?" by Denis Wallis et al, pp. 188-189  
"The Underground Railroad," by Robert W. Peterson, pp. 236-237  
"Welcome Back," by Mary Harris Russell, pp. 262-263  
Also see:  
*Spotlight on the Humanities: Examining Themes Across the Arts*, p. 102; *Connecting Themes Across Cultures*, p. 130; *Comparing Themes in the Arts*, p. 182; *Making Connections* |
II. EQUAL OPPORTUNITY
The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).

Models from literature are used to provide exemplars of writing genres for students as they begin their own papers. These literature models are by writers from a wide variety of backgrounds and deal with diverse themes. Titles include the following:

"The Star of the Rodeo" by Larry Paul Kline, pp. 50–53
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"Welcome Back," by Mary Harris Russell, pp. 262-263

Also see:
Spotlight on the Humanities: Examining Themes Across the Arts, p. 102; Connecting Themes Across Cultures, p. 130; Comparing Themes in the Arts, p. 182; Making Connections Across Cultures, p. 230; Connecting Themes Across the arts, p. 302

For images illustrating opportunity, heritage and achievement, see, for example, pp. 52, 62, 117, 118, 134, 182, 186, 217, 221, 236, 249, 252, 388, 380, 389, 554, and 565.
In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop

A. Learning Skills

- Thinking and Problem-Solving Skills.
- Information and Communication Skills.
- Interpersonal and Self-Direction Skills and use these 21 Century Tools

Chapter 28: Speaking, Listening, Viewing, and Representing (pp. 672-693)

Chapter 30: Reading Skills (pp. 718-739)

Chapter 31: Study, Reference, and Test-Taking Skills, (pp. 740-759)

Media and Technology Skills (pp. 9, 25, 45, 73, 103, 131, 159, 183, 207, 231, 257, 285, 303)

Also see:

Rubric for Self-Assessment/Reflecting on Your Writing (pp. 67, 96, 125, 152, 177, 202, 226, 251, 279, 297)

Connected Assignment: Exposition: Problem- and Solution Essay (pp. 229-230)

B. 21st Century Tools
<table>
<thead>
<tr>
<th>Media and Technology Skills (pp. 9, 25, 45, 73, 131, 159, 207, 231, 257, 285, 303)</th>
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</thead>
<tbody>
<tr>
<td>Speaking, Listening, Viewing, and Representing (pp. 675, 683, 684, 686, 687, 688, 689, 690, 691)</td>
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</table>

- Internet Research Handbook, 801-803;
- Word Processing Programs: Boldface, 146, 688; Cutting and Pasting, 144; Find Function, 93; Fonts, 688; Highlight Feature, 146; Hyphens, 625; Inputting, 57; Italics, 619; Manuscripts, 797; Tracking Changes, 92

- Problem-solving tools (such as spreadsheets, decision support, design tools)
- Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools)
- Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools)
INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

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 combined general and specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

GROUP II – 2008-2014
English Language Arts (Composition, Grammar, Handwriting, Journalism and Speech) K-12

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<td>I=In-depth 80%</td>
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For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

A. Multimedia

1. Offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.

A wide range of technology resources support every aspect of the program. These include the following:

Interactive Textbook (available online or on CD-ROM) provides the same content as the textbook and in addition includes the following:

• PH Online
Essay Scorer which provides instant holistic essay scoring along with revision opportunities and analytical feedback

- Interactive Writing and Grammar Exercises webcodes throughout the student edition allow students to quickly access online grammar exercises, reviews, writing tools, and tutorials

- Diagnostic Tests and Scoring Rubrics

Other multimedia resources include the following:

- Teacher Express CD-ROM which contains lesson planning software, searchable and printable resources, and
• **Examview Test Bank CD-ROM** creates customizable tests, worksheets and study guides for print, LAN-based, and Internet-based tests.

• **Writers at Work DVD** which includes in-depth interviews with authors who explain how they incorporate the writing process into their daily lives.

See next standard for detailed explanation of Internet components of this program.

2. Provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.
CD-ROM provides the same content as the textbook and in addition includes the following:

- **Interactive Writing and Grammar Exercises**
  - Webcodes throughout the student edition allow students to quickly access online grammar exercises, reviews, writing tools, and tutorials

- **PH Online Essay Scorer**
  - Which provides instant holistic essay scoring along with revision opportunities and analytical feedback

- **Diagnostic Tests and Scoring Rubrics**

In the Teacher’s Edition, links to the Interactive Textbook can be found throughout the text, but for
examples, please see pp. 2b, 12b, and 28b. Links can also be found in the student edition on pages 54, 112, and 219.

For examples of online support, see http://phschool.c om/atschool/writing_grammar/we bcodes/program _page.html and following the links for each level of the program.

In addition, the Prentice Hall Online Essay Scorer provides instant scoring and feedback for all Writing Workshop assignments and can be found at www.phsuccess.net.com as referenced in the Teacher’s Edition text on pp. 152, 202, and 226.

3. Integrate technology into the curriculum.
Skills pp. 9, 25, 45, 73, 103, 131, 159, 183, 207, 231, 257, 285, 303)


Technology Tip: pp. 57, 92, 93, 115, 144, 146, 619, 625, 674, 678, 679,
A wide range of technology resources support every aspect of the program. These include the following:

**Interactive Textbook**
(available online or on CD-ROM)
provides the same content as the textbook and in addition includes the following:

a. **PH Online Essay Scorer** which provides instant holistic essay scoring along with revision opportunities and analytical feedback.
b. *Interactive Writing and Grammar Exercises*  
webcodes throughout the student edition allow students to quickly access online grammar exercises, reviews, writing tools, and tutorials.

c. *Diagnostic Tests and Scoring Rubrics*

Other multimedia resources include the following:

d. *Teacher Express CD-ROM* which contains lesson planning software, searchable and printable resources, and integrated teaching calendar for lesson organization.

e. *Examview Test Bank*
CD-ROM creates customizable tests, worksheets and study guides for print, LAN-based, and Internet-based tests.

f. **Writers at Work DVD** which includes in-depth interviews with authors who explain how they incorporate the writing process into their daily lives.

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**B. Scientifically-Based Research Strategies**

1. Provide explicit instructional strategies to present varied teaching models including but not limited to: webbing, mapping, Venn diagrams and inverted pyramids.

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The program emphasizes student awareness of a variety of learning strategies. In **Chapter 30: Reading Skills** the first section provides instruction in the use of graphic organizers (pp. 723-724).

In addition,
every writing lesson in the program introduces a variety of graphic organizers to reinforce the stages of the writing process. For examples please see *Chapter 2: A Walk Through the Writing Process* pages 13, 15, 17, and 21 as well as examples from other writing chapters such as those found on pages 88, 150, and 169.

2. Promote writing skills and study techniques.
3. Present varied teaching models with emphasis on differentiated instruction in content, process and product.
Resource Manager that introduces every chapter of the program (see pp. 106a-b, 210a-b, and 396a-b) includes an overview of and page list for the following:

- In-depth Lesson Plan
- Accelerated Lesson Plan
- Options for Adapting Lesson Plans
- Integrated Skills Coverage
- Meeting Individual Needs
- Block Scheduling
- Assessment Support

Also see the Customize for . . . differentiated instruction teaching notes integrated at point of use throughout the teacher’s edition. Examples include the following:
a. Customize for ESL Students (p. 122)
b. Customize for Logical/Mathematical Learners (p. 675)
c. Customize for Bodily/Kinesthetic Learners (p. 523)
d. Customize for Less Advanced Students (p. 245)
e. Customize for More Advanced Students (p. 517)
f. Customize for Verbal/Linguistic Learners (p. 118)

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C. Critical Thinking

1. Emphasize questioning models to promote higher order thinking skills based on Bloom’s Taxonomy.
sections of the program.

**Chapter 30: Reading Skills** includes sections on *Use the SQ4R Method* (p. 722), *Reading Nonfiction Critically* (pp. 725-730), *Reading Literary Writing* (pp. 731-735) and *Reading From Varied Sources* (pp. 736).

In addition, the teacher’s edition includes a step-by-step developmental teaching guide for every chapter that includes notes/guides on each of the Bloom’s Taxonomy competencies as follows:

- **Knowledge:** *Activate Prior Knowledge* (see p. 77)
- **Comprehension:** *Engage Students Through Literature* (see p. 78)
• **Application:**
guide for steps of the writing process as students write (see p. 87)

• **Analysis:**
*Responding to*... notes (see p. 113)

• **Synthesis:**
*Examining Media* (see p. 285)

• **Evaluation:**
Assess guide with notes (see p. 226)

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2. Promote student-generated responses.

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Student generated responses are integrated throughout the program. All section lessons begin with an *Activate Prior Knowledge* activity (see pp. 107 and 289). The Step-by-Step teaching guide not only bases lessons on student generated responses, but also suggests cooperative learning activities such as those found on pp. 182 and 691.
In addition, all steps of the writing process, include peer review and shared response activities such as those found on pp. 150 and 175.

Students also generate reflective responses using the Reflecting on Your Writing and Rubric for Self-Assessment activities at the end of every one of the major writing activities such as those found on pp. 96 and 226.

D. Life Skills

1. address life skills (e.g., reading road maps, using reference tools, researching, reading a newspaper, using want ads, completing an application, applying the interview process and goal setting).
Viewing, and Representing (pp. 672-693) includes the following sections:

- Using Informal Speaking Skills
- Using Formal Speaking Skills
- Interpreting Maps and Graphs
- Viewing Information Media Critically
- Viewing Fine Art
- Creating Visual Aids

The Teacher's Edition includes notes focusing on Workplace Skills. See pages 89 and 317.

2. Address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving and self-directional skills).
following sections:

- Reading Methods and Tools
- Reading Nonfiction Critically
- Reading Literary Writing
- Reading from Varied Sources

In addition, Chapter 31: Study, Reference, and Test-Taking Skills (pp. 740-761) includes the following sections:

- Basic Study Skills
- Reference Skills
- Test-Taking Skills

In addition, the varied teaching models mentioned above also serve to engage students in a variety of learning modalities and habits of thinking.

For example, the Customize for . .
differentiated instruction teaching notes include the following:

a. Customize for ESL Students (p. 122)
b. Customize for Logical/Mathematical Learners (p. 675)
c. Customize for Bodily/Kinesthetic Learners (p. 523)
d. Customize for Less Advanced Students (p. 245)
e. Customize for More Advanced Students (p. 517)
f. Customize for Verbal/Linguistic Learners (p. 118)

E. Classroom Management

1. Include opportunities for large group, small group and independent learning.
every lesson.

The Step-by-Step teaching guide suggests cooperative learning activities such as those found on pp. 182 and 205.

In addition, all steps of the writing process, include peer review and shared response activities such as those found on pp. 94 and 277.

Students also generate reflective responses using the *Reflecting on Your Writing* and *Rubric for Self-Assessment* activities at the end of every one of the major writing activities such as those found on pp. 125 and 177.

The *Customize for . . .* differentiated instruction offer both individualized and group learning.
activities such as those found on the following pages:

a. Customize for ESL Students (p. 375)
b. Customize for Gifted and Talented Students (p. 157)

In addition, the skills required for group work are covered in the following chapter:

Chapter 28: Speaking, Listening, Viewing, and Representing (pp. 672-693) includes the following sections:

- Using Informal Speaking Skills
- Using Formal Speaking Skills
- Listening Critically

Classroom management suggestions can be found in Step-by-Step Teaching Guide notes.

2. Provide classroom management suggestions.
such as those found on pp. 17, 18 (step 3), p. 208 (step 3), and p. 297 (step 2).

For professional support guidance and opportunities, see the Resources for Varying Instruction and Professional Development Support referenced under Block Scheduling in the Time and Resource Manager pages before each chapter of the teacher’s edition (examples on pp. 234a-b and 396a-b).

Other classroom management suggestions listed in the Time and Resource Manager include:

- In-depth Lesson Plan
- Accelerated Lesson Plan
- Options for Adapting Lesson Plans
• Integrated Skills Coverage
• Meeting Individual Needs
• Block Scheduling
• Assessment Support

These lesson plans and the Step-by-Step Teaching Guide in the teacher's edition are supported by ongoing assessment notes such as those found on pp. 148 and 389 which support the stages of the suggested lessons.

3. Provide suggestions for differentiated instruction (e.g., practice activities, learning stations, assessment, lesson plans).
follows:

- Meeting Individual Needs
- Assessment Support

The Customize for . . . differentiated instruction teaching notes themselves are integrated at point of use throughout the teacher’s edition. Examples include the following:

- Customize for Less Advanced Students (p. 168)
- Customize for More Advanced Students (p. 195)
- Customize for Verbal/Linguistic Learners (p. 290)

The Time and Resource Manager also contains both an In-Depth and an Accelerated Lesson Plan (see, for example,
Ongoing Assessment support references follow the development of each lesson and provide differentiation and intervention opportunities from Diagnose through Prerequisite Skills, Monitor and Reinforce and Assess Mastery (see, for example, pp. 289, 296, and 297).

Students also have a variety of self-assessment opportunities using the Reflecting on Your Writing and Rubric for Self-Assessment activities at the end of every one of the major writing activities such as those found on pp. 96 and 226.

F. Instructional Materials

1. Address varied learning styles and multiple intelligences of students by including models.
teachers and students a wealth of opportunities to explore writing, language, and reading skills using different styles and multiple intelligences.

Every writing chapter begins with a Model from Literature (see pp. 78-83 and 262-263), and then also includes a Student Work in Progress (see pp. 77, 84, 86, 89, 91, and 92).

Connected Assignments (pp. 156 and 229) give students the opportunity to connect writing activities to other genres of expression.

Spotlight on the Humanities activities such as those found on pp. 94 and 170 connect the written word to other artistic forms.
Media and Technology Skills give students the opportunity to see how a variety of media also reflect the thinking and learning skills they are developing in other areas of the program (see pp. 158 and 206).

The **Customize for . . .** differentiated instruction teaching notes include options for supporting multiple intelligences as seen in the following examples:

- Customize for ESL Students (p. 122)
- Customize for Logical/Mathematical Learners (p. 675)
- Customize for Bodily/Kinesthetic Learners (p. 523)
- Customize for Less Advanced Students (p.
The structure of the book is centered around students getting directly involved in all skills taught. For example, the first half of the book uses a series of writing assignments as lessons. Students are expected to develop skills as they create their own pieces of writing. See the following chapters as examples:


The next section

2. Provide extensive and varied opportunities to practice skills.
of the book on Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after all key concepts (see, for example, pp. 399 and 403), section review exercises (appear after every section; see, for example, pp. 405 and 409), as well as Standardized Test Preparation Workshops (appear at the end of every chapter; see, for example, pp. 344-345 and 462-463).

A variety of extension activities provide additional practice and application of skills as follows:

a. **Connected Assignments**
   (pp. 70 and 180) give students the opportunity to connect writing activities to other genres of
expression.

b. **Spotlight on the Humanities**

Activities such as those found on pp. 102 and 182 connect the written word to other artistic forms.

c. **Media and Technology Skills**

Give students the opportunity to see how a variety of media also reflect the thinking and learning skills they are developing in other areas of the program (see pp. 25 and 183).

Additional practice opportunities can be found in these other program components:

- Grammar Exercise Workbook
- Daily Language Practice
- Vocabulary and Spelling Practice Book
- Academic and
Ongoing Assessment support references follow the development of each lesson and provide intervention and reteaching guidance through Diagnose, Monitor and Reinforce and Assess Mastery (see, for example, pp. 289, 296, and 297).

The Time and Resource Manager (see pp. 134a-b and 572a-b) references the Customize for . . . differentiated instruction teaching notes and assessment opportunities as follows:

- Meeting Individual Needs
- Assessment Support

The Customize for . . . differentiated
instruction teaching notes themselves are integrated at point of use throughout the teacher’s edition. Examples include the following:

- Customize for Less Advanced Students (p. 168)
- Customize for More Advanced Students (p. 195)
- Customize for Verbal/Linguistic Learners (p. 290)

Additional enrichment opportunities include the Spotlight on the Humanities feature, pp. 8, 24, 44, 72, 102, 130, 158, 182, 206, 230, 256, and 284 and the Responding to Literature and the Responding to Fine Art writing prompts, pp. 55, 85, 113, 141, 167, 191,
Additional practice opportunities can be found in these other program components:

- Grammar Exercise Workbook
- Daily Language Practice
- Vocabulary and Spelling Practice Book
- Academic and Workplace Skills Activity Book

Every writing chapter from Chapter 4 through Chapter 12 begins with a Model from Literature (see pp. 78-83 and 212-213), and then also includes a Student Work in Progress (see pp. 84, 86, 89, 91, and 92).

The writing chapters cover all the major genres of writing as follows:

4. Provide exemplars of narrative, descriptive, informative and persuasive writing types.

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<tr>
<td>Every writing lesson from Chapter 4 through Chapter 12 includes one or more Student Work in</td>
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<tr>
<td>5. Provide exemplars of editing/revision for writing.</td>
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<th>I=In-depth 80%</th>
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<th>I</th>
<th>A</th>
<th>M</th>
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Progress models illustrating the application of revision strategies (see, for example, pp. 91, and 92).

In addition, all Writing chapters from Chapter 4 through Chapter 12 include peer review and shared response activities such as those found on pp. 94 and 175.

Students also generate reflective responses using the Reflecting on Your Writing and Rubric for Self-Assessment activities at the end of every one of the major writing activities such as those found on pp. 152 and 297.

This standard is addressed by the program as a whole, which functions as an interactive Handbook of the English Language within the text for writing support (grades 5-12) and a supplemental handbook for grades K-4.
Language. For example, in Part 2 of the program, entitled *Grammar, Usage, and Mechanics*, chapters include (but are not limited to) the following:

a. *Nouns and Pronouns* (pp. 308-327)
b. *Verbs* (pp. 328-345)
c. *Basic Sentence Parts* (pp. 396-429)
d. *Making Words Agree* (pp. 552-571)

In addition, pages at the end of the program, starting on p. 794, include the following reference resources for students:

- *Citing Sources and Preparing Manuscript*
- *Commonly Overused Words*
- *Commonly Misspelled Words*
- *Abbreviations*
Both the writing chapters and the language/grammar chapters are structured developmentally and thus can be easily presented in both block and multi-day instructional plans.

The first place for instructors to begin planning is in the Time and Resource Manager that introduces every chapter of the program (see pp. 48a-b, 210a-b, and 396a-b) and includes an overview of and page list for the following:

- In-depth Lesson Plan
- Accelerated Lesson Plan
- Options for Adapting Lesson Plans

7. Continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.
<table>
<thead>
<tr>
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<th>Assessment Support</th>
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<td>In addition, Teacher Express CD-ROM which contains lesson planning software, searchable and printable resources, and integrated teaching calendar for lesson organization can be used to save, edit, personalize, and schedule lesson plans.</td>
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As noted above, the teacher's edition includes a step-by-step developmental teaching guide for every chapter that includes notes/guides on each of the Bloom's Taxonomy competencies including prior.

8. Connect previously taught skills and strategies with new content and text.
knowledge:

- **Knowledge:**
  *Activate Prior Knowledge* (see p. 135)

**Ongoing Assessment**

support references follow the development of each lesson through Diagnose, Prerequisite Skills, Monitor and Reinforce and Assess Mastery (see pp. 135, 140, 143, 145, 147, and 148) so that teachers can track the flow of previously taught skills and strategies.

In addition, each of the *Grammar, Usage, and Mechanics* chapters begins with a Diagnostic Test, the results of which guide the teacher through the sections of the chapter (see pp. 329, 431, and 595) through **Ongoing**
Both the writing chapters and the language/grammar chapters are structured developmentally.

Writing chapters focus on both general and specific strategies in several categories that repeat:

- **Prewriting** (see pp. 140-143)
- **Drafting** (see pp. 144-145)
- **Revising** (see pp. 146-150)
- **Editing** (see p. 151)
- **Publishing and Presenting** (see p. 152)

Within these repeated writing process strategies, are more specific sub-categories that also repeat in

9. Cumulatively build a repertoire of multiple strategies that are introduced, applied and integrated throughout the course of study.
every lesson, providing students with both structure and variety in their approach to mastering their own writing. These strategies include, but are not limited to the following:

- **Choosing Your Topic** (see p. 140)
- **Narrowing Your Topic** (see p. 142)
- **Gathering Support** (see p. 143)
- **Shaping Your Writing** (see p. 144)
- **Revising Overall Structure** (see p. 146)

A range of learning strategies are also taught and summarized in several chapters that allow teachers to isolate specific approaches to learning and help students integrate them in other areas of the
program and their lives. These chapters include:

- **Chapter 2**: *A Walk Through the Writing* (pp. 12-27)
- **Chapter 28**: *Speaking, Listening, Viewing, and Representing* (pp. 672-693)
- **Chapter 30**: *Reading Skills* (pp. 718-739)
- **Chapter 31**: *Study, Reference, and Test-Taking Skills* (pp. 740-761)

G. **Assessment**

1. Provide assessment formats commensurate with WV assessment programs (e.g., WESTEST, NAEP, State Writing Assessment, informal assessments, PLAN, EXPLORE, ACT and SAT).
(appear at the end of every chapter; see, for example, pp. 104-105, 184-185, 462-463)

- **Test Preparation Handbook:** *Preparing for the New SAT and ACT* (see pp. 762-793)

- **Rubric for Self-Assessment** (see pp. 152 and 279)

- **Diagnostic Test** (appear at the beginning of every Grammar, Mechanics, and Usage chapter; see pp. 309 and 431)

- **Section, Chapter, & Cumulative Review** (appear throughout every Grammar, Mechanics, and Usage chapter; see, for example, pp. 366, 367-368, and 369-370)

In the teacher edition:
• Ongoing Assessment support references follow the development of each lesson through Diagnose, Monitor and Reinforce and Assess Mastery (see pp. 55, 57, 62, 65, and 67)
• Test-Taking Tips (see pp. 104 and 258)

In technology and print resources:
c. PH Online Essay Scorer in the Interactive Textbook which provides instant holistic essay scoring along with revision opportunities and analytical feedback
d. Diagnostic Tests and Scoring Rubrics (also in Interactive Textbook
e. Teacher Express CD-ROM which contains the
Examview
Test Bank CD-ROM which allows teachers to create customizable tests, worksheets and study guides for print, LAN-based, and Internet-based tests

In the student edition:

• Standardized Test Preparation Workshops (appear at the end of every chapter; see, for example, pp. 104-105, 184-185, 462-463)

• Test Preparation Handbook: Preparing for the New SAT and ACT (see pp. 762-793)

In the teacher edition:

• Test-Taking Tips (appear at the end of every chapter; see, for example, pp.

2. Provide preparation for standardized tests.
f. PH Online Essay Scorer in the Interactive Textbook which provides instant holistic essay scoring along with revision opportunities and analytical feedback

g. Diagnostic Tests and Scoring Rubrics (also in Interactive Textbook)

h. Teacher Express CD-ROM which contains the Examview Test Bank CD-ROM which allows teachers to create customizable tests, worksheets and study guides for print, LAN-based, and Internet-based tests

3. Provide opportunities for assessment based on performance-based
includes a wide range of performance-based assessment as follows:

- **Rubric for Self-Assessment** (see pp. 152 and 226)
- **Building Your Portfolio** (see pp. 96 and 125)
- **Section, Chapter, & Cumulative Review** (appear throughout the Grammar, Mechanics, and Usage part; see, for example, pp. 323, 324-325, 326-327)
- **Connected Assignments** (pp. 70 and 128) give students the opportunity to connect writing activities to other genres of expression.
- **Spotlight on the Humanities** activities such as those found on pp. 24 and 182 connect the written word to measures, open-ended questioning, portfolio evaluation, rubrics and multimedia simulations.
other artistic forms.

- **Media and Technology Skills** give students the opportunity to see how a variety of media also reflect the thinking and learning skills they are developing in other areas of the program (see pp. 159 and 285).

In addition, some chapters of the program emphasize assessment through performance. These include but are not limited to the following:

**Chapter 31: Study, Reference, and Test-Taking Skills** (pp. 740-761)
- Basic Study Skills
- Reference Skills
- Test-Taking Skills

**Chapter 28:**
Speaking, Listening, Viewing, and Representing (pp. 672-693) includes the following sections:

- Using Informal Speaking Skills
- Using Formal Speaking Skills
- Listening Critically
- Interpreting Maps and, Graphs
- Viewing Information Media Critically
- Creating Visual Aids

Diagnostic tests and on-going assessment monitoring can be found in the following places:

In the student edition:

- Standardized Test Preparation Workshops (appear at the end of every chapter; see, for example, pp.)

4. Provide benchmark and ongoing progress monitoring.
• Test
  Preparation Handbook: Preparing for the New SAT and ACT (see pp. 762-793)
• Rubric for Self-Assessment (see pp. 152 and 226)
• Diagnostic Test (see pp. 347 and 397)
• Section, Chapter, & Cumulative Review (appear throughout the Grammar, Mechanics, and Usage part; see, for example, pp. 323, 324-325, 326-327)

In the teacher edition:

• Ongoing Assessment support references follow the development of each lesson through Diagnose, Monitor and Reinforce and
Assess Mastery
(see pp. 235, 239, 243, 246, 247, and 251)

• Test-Taking Tips (see pp. 160 and 184)

In technology and print resources:

i. **PH Online Essay Scorer** in the Interactive Textbook which provides instant holistic essay scoring along with revision opportunities and analytical feedback

j. **Diagnostic Tests and Scoring Rubrics** (also in Interactive Textbook)

k. **Teacher Express CD-ROM** which contains the Examview Test Bank CD-ROM which allows teachers to create customizable tests, worksheets and study guides for print, LAN-
5. Provide rubric-based differentiated assessment.

Rubrics can be found in the student edition, in the teacher's edition, and in customizable form in the teaching resources and technology, as well as on-line:

- **Rubric for Self-Assessment**
  (appear at the end of every Writing chapter from Chapter 4 through Chapter 12; see, for example, pp. 96 and 226)

- **PH Online Essay Scorer**
  in the Interactive Textbook
  which provides instant holistic essay scoring along with revision opportunities and analytical feedback

- **Diagnostic Tests and**
EIGHTH GRADE ENGLISH LANGUAGE ARTS K-12
(COMPOSITION, GRAMMAR, HANDWRITING, JOURNALISM AND SPEECH)
SPECIFIC CRITERIA FOR CONTENT AND SKILLS

Reading and Language Arts eighth grade students continue to develop as independent motivated readers and writers who think critically and take responsibility for their learning. Students apply vocabulary and comprehension strategies across the curriculum. The eighth grade students use a variety of literary forms and informational texts to establish the foundations of lifelong reading. Students use the writing process to develop focused compositions. They independently validate information through assessing, researching and comparing data. Eighth grade 21st century learners critique oral and visual information and apply the information to global situations. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

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<th>(Vendor/Publisher)</th>
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**Standard 2: Writing**
Students will apply writing skills and strategies to communicate effectively for different purposes. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of print and media sources, students will select, organize and evaluate for research purposes.

**Standard 3: Listening, Speaking, Media Literacy**
In the twenty-first century, students will be required to communicate ideas clearly and efficiently. They will need to be able to use information technology proficiently to explore, research and express themselves for a variety of purposes. Applying listening, speaking and media literacy skills and strategies, they will connect with different audiences using media appropriate to the situation.
For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

**Composition/Grammar**

1. Use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics.

2. Analyze how analogies, illustrations, examples and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).

3. Use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to
   - vary sentence length
   - change sentence order
   - eliminate organizational errors
   - Use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.
• use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to
• develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination)
• Identify areas for further research by making personal connections to self, to texts and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.
4. Use a prompt with the five-step writing process to develop a focused composition that contains specific, relevant details and vivid, precise words.
<table>
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<tr>
<th>217, 241, 268; Drafting: Providing Elaboration, 59, 89, 117, 145, 171, 195, 219, 243, 271, 293; Revising: Word Choice, 19-21, 64, 93, 122, 150, 175, 200, 223, 248, 276, 295</th>
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<tr>
<td>Peer Review, 65, 94, 123, 150, 175, 200, 224, 248, 277; Rubric for Self-Evaluation, 67, 96, 125, 152, 177, 202, 226, 251, 279, 297</td>
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5. Use multiple forms for self-directed assessment throughout the writing process.

6. Recognize and write a simple thesis statement.
7. Resolve information conflicts and validate information through assessing, researching and comparing data.

8. Conduct research by gathering, evaluating and synthesizing data from a variety of sources:
   - Internet
   - Databases for periodicals/newspapers
   - Interviews
   - Reference books
   - Card catalogue
   - Miscellaneous resource materials
9. Determine the reliability of source materials.

10. Identify and correct faulty parallel sentence structure such as phrases and clauses.

11. Select and use a variety of resource materials to plan, develop and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids.
   - scope-and-sequence for completion
   - exemplars of works cited page
   - assignments to provide practice for creating works cited page
   - exemplars of computer-generated graphic aids
   - assignments to provide practice for creating computer-generated graphic aids
   - assessment (e.g., rubric, peer evaluation, self-evaluation, self-reflection opportunities, checklists for each step of writing process)
Use writing exemplars for all forms of writing (narrative, informative, descriptive, persuasive).
13. apply information from a writer's handbook:
- citation guide
- grammar
- capitalization
- punctuation
- sentence structure
14. Apply information for the creation of a portfolio.

15. Use a writing rubric which incorporates and evaluates organization, development, sentence structure, word choice and mechanics.

16. Model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of:
   - compositions
   - reports
   - scripts
   - dramatizations
17. Present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).

18. Critique oral/visual information presented, relate personal experiences and apply the information to global situations.
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<tr>
<td>Listening Effectively, 677; Listening Critically, 678; Viewing Information</td>
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<td>Analyzing How Media Shapes Perceptions, 159; Comparing Stories in Different Media, 183; Analyzing Media Images, 207; Interpreting Literature in a Variety of Media, 285</td>
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19. Listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).
20. perform a variety of roles in group discussion
   - collaboration
   - facilitation
   - persuasion

21. Distinguish between private and public information for use in research and writing.
22. plan, create, organize and present an age-appropriate media product that demonstrates
   • format
   • purpose
   • audience