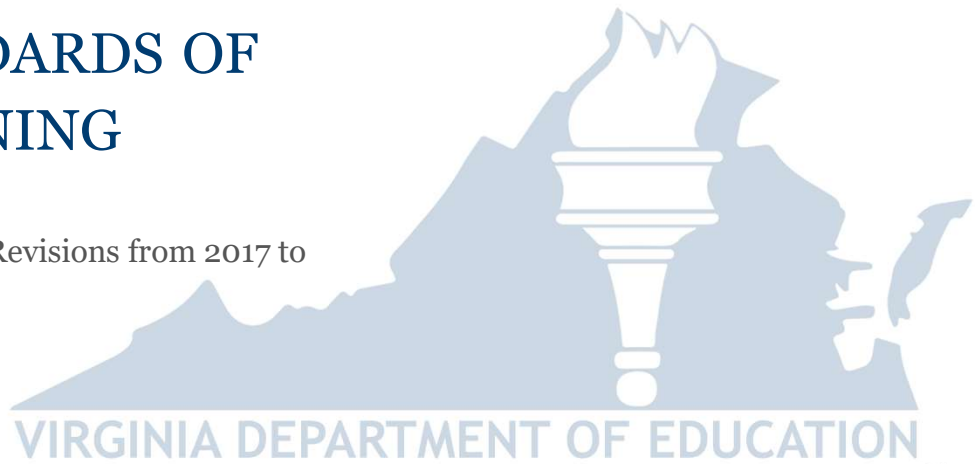


2024 ENGLISH STANDARDS OF LEARNING

Grade 8

Overview of Revisions from 2017 to
2024



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Welcome to the Grade 8 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 8 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 8 English Standards of Learning for this PowerPoint.

PURPOSE

- Overview of the 2024 *English Standards of Learning*
- Highlight the changes in the structure and content between the 2017 and 2024 *English Standards of Learning*

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The purpose of this PowerPoint is to provide an overview of the changes in both the structure and the content of the 2024 English Standards of Learning

AGENDA

- Implementation Timeline
- Resources Currently Available
 - Standards
 - Crosswalk (Summary of Revisions)
- Comparison of 2017 to 2024 Standards
 - Strands
 - Content

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First, we will share the implementation timeline for the 2024 English Standards of Learning.

Then, we will discuss the resources that are currently available as support. These resources include the 2024 English Standards of Learning, along with the Crosswalk Document that contains the Summary of Revisions for each grade level.

We will also compare the strands and content of the 2017 and the 2024 English Standards of Learning.

IMPLEMENTATION TIMELINE

2024 Spring

VDOE staff and teams of teachers and specialists develop and provide support documents around the 2024 Standards, including a crosswalk between the 2017 and 2024 Standards and an Understanding the Standards document for each grade level K-12.

2024 Summer

VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

2024-2025 School Year

Instruction aligns fully to the 2024 *English Standards of Learning*. The VDOE continues to develop resources aligned to the 2024 *English Standards of Learning* and provide professional learning opportunities to school divisions.



In the spring of 2024 VDOE staff is partnering with teams of teachers and specialists to develop and provide support documents, such as this power point, around the 2024 English Standards of Learning. The goal of these documents is to provide clarity around the revisions and highlight the changes between the 2017 and 2024 standards.

In the summer of 2024 VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

In the 2024-2025 school year, instruction will align fully to the 2024 English Standards of Learning and the VDOE will continue to develop resources to support divisions and teachers with implementation. This roll out is done purposefully to align with the Virginia Literacy Act of 2022.

2024 SOL NOTABLE CHANGES

- Highlighted and provided clarity on the expectations for foundational literacy skills.
- Addition of the Developing Skilled Readers and Building Reading Stamina Strand.
- Provided clarity for grade level expectations around text complexity.
- Ensured coherence within a grade level between the strands, and vertically across grade levels.

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The standards revisions focused on providing clarity for grade level expectations within the different aspects of literacy development.

There was an increased emphasis on foundational literacy skills in addition to providing clarity for student expectations at each grade level. This will provide alignment with the requirements of the Virginia Literacy Act.

By adding the Developing Skilled Readers and Building Reading Stamina strand, there is a continued emphasis on text reading and fluency as the student begins to read and comprehend more complex literary and informational text.

The 2024 English Standards of Learning provide a comprehensive progression of the content, ensuring developmental appropriateness, increasing support for teachers, clarifying expectations both for teaching and for student learning, and providing connections between the strands in a grade level, as well as how grade level skills build on one another.

OVERVIEW OF REVISIONS TO THE STRANDS

2017 Strands	2024 Strands
Communications	Foundations for Reading
Reading	Developing Skilled Readers & Building Reading Stamina
Writing	Reading and Vocabulary
Research	Reading Literary Text
	Reading Informational Text
	Foundations for Writing
	Writing
	Language Usage
	Communications
	Research

The 2024 English Standards of Learning increased in number of strands, from four in 2017 to ten in 2024. This restructuring of strands was done purposefully to provide additional support around the skills all students need to be strategic readers and writers.

STRANDS AND SUB STRANDS FOR THE 2024 *ENGLISH STANDARDS OF LEARNING*

Foundations for Reading	<ul style="list-style-type: none"> •Print Concepts •Phonological and Phonemic Awareness •Phonics and Word Analysis
Developing Skilled Readers and Building Reading Stamina	<ul style="list-style-type: none"> •Text Complexity •Fluency •Reading Strategies
Reading and Vocabulary	<ul style="list-style-type: none"> •Vocabulary Development and Word Analysis
Reading Literary Text	<ul style="list-style-type: none"> •Key Ideas and Plot Details •Craft and Style •Integration of Concepts
Reading Informational Text	<ul style="list-style-type: none"> •Key Ideas and Confirming Details •Craft and Style •Integration of Concepts
Foundations for Writing	<ul style="list-style-type: none"> •Handwriting •Spelling
Writing	<ul style="list-style-type: none"> •Modes and Purposes for Writing •Organization and Composition •Usage and Mechanics
Language Usage	<ul style="list-style-type: none"> •Grammar •Mechanics
Communication and Multimodal Literacies	<ul style="list-style-type: none"> •Communication, Listening, and Collaboration •Speaking and Presentation of Ideas •Integrating Multimodal Literacies •Examining Media Messages
Research	<ul style="list-style-type: none"> •Evaluation and Synthesis of Information

Each of the 10 strands in the 2024 English Standards of Learning, has sub-strands. The sub-strands work as a support by grouping common standards together and providing clarity on what skills and strategies are needed at each grade level.

Some of the strands and sub-strands are specific to a certain grade or grade band. For example, in the Foundations of Reading Strand in Kindergarten, there is a sub-strand for Print Concepts. This sub-strand is specific to Kindergarten because that is the grade level where those skills are the focus.

Please take time to look over the strands and sub-strands for Grade 8. The strands in the Grade 8 2024 English Standards of Learning have sub-strands. We will review the strands and sub-strands for Grade 8 in this presentation.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand

- Sub Strand

- o Standard

- o Standard

- Sub Strand

- o Standard

- o Standard

- o Standard

8.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

- 8.RI.1 Key Ideas and Confirming Details
 - A. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.
 - B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.
 - C. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.
- 8.RI.2 Craft and Style
 - 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.
 - B. Analyze how an author's word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.
 - C. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.
- 8.RI.3 Integration of Concepts
 - 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.
 - B. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.

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When reading the 2024 English Standards of Learning, you will first see the strand name, followed by a number that corresponds to the sub-strand, then a letter to indicate each standard.

For example, in the Reading Information Text strand in Grade 8 there are three sub-strands: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. Under each sub-strand, are the standards themselves.

This restructuring of the standards allows teachers to focus on the grade level expectation for each strand and sub-strand and to easily see how the standards build across grade levels.

<p>Grade 8 (2017 SOL to 2024 SOL Numbering)</p> <ul style="list-style-type: none"> • 8.1→8.C.1 • 8.2→8.C.2 • 8.3→8.C.3, 8.C.4 • 8.4→8.RV.1 • 8.5→8.DSR, 8.RL.1, 8.RL.2, 8.RL.3 • 8.6→8.DSR, 8.RI.1, 9.RI.2, 8.RI.3 • 8.7→8.W.1, 8.W.2, 8.W.3 • 8.8→8.W.3, 8.LU.1, 8.LU.2 • 8.9→8.R.1 	<p>Parameter Changes/Clarifications (2024 SOL)</p> <ul style="list-style-type: none"> • 8.DSR.1 - Focuses on how a student will build knowledge and reading comprehension fluently. • A. - Combines skill identified in 2017 8.5j and 8.6m with new content additions in 2024 (see the "Additions to Grade 8" section). • 8.DSR.1 B. - Combines 2017 8.5 and 8.6 to demonstrate comprehension when reading both literary and informational texts at the grades 6-8 band. • 8.DSR.1 C. - Combines 2017 8.5e, 8.6d, and 8.7g to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions.
<p>Deletions from Grade 8 (2017 SOL)</p> <ul style="list-style-type: none"> • 8.2c - Use effective verbal and nonverbal communication skills to deliver multimodal presentations. [Incorporated into 8.C.1.A.ii, 8.C.2.Ai.-A.iii]. • 8.2 f - Differentiate between Standard English and informal language. [Incorporated in 8.C.2.A.ii] • 8.2g - Evaluate presentations • 8.3 g - Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. [Incorporated in 8.C.2.iv. and 8.R.1.F] • 8.7 i - Distinguish between fact and opinion to support a position [Incorporated in 8.RI.1.C]. • 8.9 g - Publish finding and respond to feedback [Incorporated in 8.R.1.E]. 	<p>Additions to Grade 8 (2024 SOL)</p> <ul style="list-style-type: none"> • 8.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently • 8.DSR.1 D. - Engages in opportunities regularly to read conceptually related texts through various reading experiences. • 8.RV.1.H - Applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications • 8.RI.3.B - Compares and contrasts how an author establishes and conveys a perspective or purpose in a text and how the author responds to conflicting evidence or viewpoints. • 8.SW.2.vii. - Provides a concluding statement or section when writing.

This is a snapshot of the Grade 8 Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes/Clarifications (2024 SOL), the Deletions from the grade level and the Additions to the Grade Level.

(Click1)- In the quadrant for the 2017 Numbering to the 2024 Numbering, you can see how the starting numbering is the 2017 Standards (Click 2) and then moves to the new 2024 Numbering. This allows you to easily see where the old standards can be found in the new structure of the 2024 standards.

Click 3- In the quadrant for the Parameter Changes/Clarification (2024 SOL)- You can find the New Strands and sub-strand Numbering, along with the standards.(Click 4) . You will see a short clarification for each sub-strand and below what skills are addressed in those standards.

Click 5- In the Deletion from the Grade Level, you will find 2017 Standards that are no longer addressed in this grade (Click 6). If the Standard was moved to a different grade level that will be listed, or if they are no longer reflected in the 2024 standards there will be a short explanation.

Click 7- In the Additions to the Grade level, you will see which standards are new to that grade level. Click 8- In some grade levels, it will explain if they were moved from another grade level in the 2017 standards; the grade level will be listed. In grade 8, clarifying information is also provided.

Foundations for Reading

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Now, we'll dig deeper into the Standards and crosswalk by looking closer at each strand. Let's start with the Foundations for Reading.

2017 SOL	2024 SOL
N/A	See Kindergarten through grade five for Foundations for Reading standards.
Revisions: N/A	

Foundations for Reading is a strand with standards for the elementary grades. The Foundations for Reading strand focus on fostering students’ understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The foundational skills addressed in these standards are necessary and important components in developing proficiency in reading, but they are not the end goal themselves. By the secondary level, students should have a solid reading foundation that will be built upon in other standards. Refer to the K-5 standards as appropriate for scaffolding, review, intervention or remediation purposes to reach grade-level expectations.

Developing Skilled Readers and Building Reading Stamina

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Now let's look at the new strand, Developing Skilled Readers and Building Reading Stamina.

The Strand of Developing Skilled Readers and Building Reading Stamina was added to emphasize the skills and strategies students use every time they engage with text through reading, writing, collaborating, and researching. Strands from the 2017 Reading Standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included into Developing Skilled Readers and will support opportunities for cross-curricular content.

This strand serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.

2017 SOL	2024 SOL
<p>8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <p>b) Identify cause and effect relationships and their impact on plot.</p> <p>c) Explain the development of the theme(s).</p> <p>e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.</p> <p>f) Identify and analyze characteristics within a variety of genres.</p> <p>g) Compare/contrast details in literary and informational nonfiction texts.</p> <p>j) Use reading strategies to monitor comprehension throughout the reading process.</p> <p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p>d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>g) Differentiate between fact and opinion.</p> <p>h) Identify the main idea.</p> <p>j) Identify cause and effect relationships.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>8.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gather evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</p> <p>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> •8.DSR.1. - Focuses on how a student will build knowledge and reading comprehension fluently. •8.DSR.1 A. - Combines skill identified in 2017 8.5j and 8.6m with new content additions in 2024 (see the "Additions to Grade 8" section). •8.DSR.1 B. - Combines 2017 8.5 and 8.6 to demonstrate comprehension when reading both literary and informational texts at the grades 6-8 band. •8.DSR.1 C. - Combines 2017 8.5e, 8.6d, and 8.7g to apply comprehension of what is read through discussion and/or writing by providing textual evidence utilizing skills such as supporting claims, making inferences, and drawing conclusions. •8.DSR.1 D. -Engages in opportunities regularly to read conceptually related texts through various reading experiences. •8.DSR.1 E. - Addresses skill identified in 2017 8.5j and 8.6m to use reading strategies effectively when encountering a challenging section of text. Specifies reading strategies that could be used. 	

The Strand of Developing Skilled Readers and Building Reading Stamina was added to emphasize the skills and strategies students use every time they engage with text through reading, writing, collaborating, and researching as described in the remaining standards. In this strand, 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 worthwhile knowledge and vocabulary, drawing conclusions and making inferences, and using reading strategies to support reading comprehension.

In Grade 8, these standards are met through reading not just a "variety of texts," but a range of challenging, content-rich texts. These skills should be applied when students are reading, writing, collaborating, communicating, and researching.

The Developing Skilled Readers standards were created by combining components of 8.5 and 8.6 from the 2017 Standards of Learning. The newly created strands such as 8.DSR.1 and 8.DSR.1.D help to focus on how a student will build knowledge and reading comprehension fluently. 8.DSR.1 D explains how students should engage in opportunities regularly to read conceptually related texts through various reading experiences of literary and informational texts. This strand also specifies reading


strategies that could be used such as attending to text structure, summarizing, asking questions, and others.

Reading and Vocabulary

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A powerful way to support students' vocabulary development is through reading high quality, content rich texts. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.

2017 SOL	2024 SOL
<p>8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.</p> <p>a) Identify and analyze the construction and impact of an author's use of figurative language.</p> <p>b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.</p> <p>c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.</p> <p>d) Identify the meaning of common idioms.</p> <p>e) Use word-reference materials to determine meanings and etymology.</p> <p>f) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p>8.RV.1 Vocabulary Development and Word Analysis</p> <p>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.</p> <p>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.</p> <p>C. Apply knowledge of Greek and Latin roots and affixes to determine the meaning of unfamiliar words.</p> <p>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p> <p>E. Analyze the construction and meaning of an author's use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.</p> <p>F. Discriminate between the meanings of connotative words and their denotative meanings.</p> <p>G. Use general and specialized word-reference materials, print and digital, to determine pronunciation, etymology, derivations, and parts of speech.</p> <p>H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.RV.1 - Specifies connection to word knowledge for grade eight content and texts • 8.RV.1 A. - Expands 2017 8.4g to enhance the integration of vocabulary when listening, reading, and discussing grade eight texts and topics. • 8.RV.1 B. - Addresses skills in 2017 8.4b and specifies the types of contexts that can be used to determine meaning. • 8.RV.1 C. - Addresses skills identified in 2017 8.4c. • 8.RV.1 D. - Addresses skills identified in 2017 8.4c. • 8.RV.1 E. - Addresses skills identified in 8.4a and 8.4d and specifies types of figurative language that could impact the construction of words to make meaning. • 8.RV.1 F. - Addresses skills identified in 2017 8.4f. • 8.RV.1 G. - Addresses skills identified in 2017 8.4c and 8.4e. • 8.RV.1.H - Applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications 	

The focus for Grade 8 Reading and Vocabulary is for students to build vocabulary breadth and depth through engaging in texts and participating in rich conversations.

This strand addresses skills that were previously in the 8.4 Standard in the 2017 English Standards of Learning. Many of the revisions address skills identified in various sub-strands of the 8.4 standard.


There are also additions and revisions to standard 8.RV that support applying reading and vocabulary skills across contexts. 8.RV.1 specifies connection to word knowledge for grade eight content and texts. 8.RV.1 A expands 2017 8.4g to enhance the integration of vocabulary when listening, reading, and discussing grade eight texts and topics. 8.RV.1 B specifies the types of contexts that can be used to determine meaning. 8.RV.1 E specifies types of figurative language that could impact the construction of words to make meaning. 8.RV.1.H applies newly learned words in various contexts to support the integration of applying what is read in written and oral communications.

Reading Literary Text

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The Reading Literary Text Strand was developed to emphasize the skills necessary for reading and comprehending literary texts. This strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named "Reading Fiction."

2017 SOL	2024 SOL
<p>8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning. d) Explain the use of symbols and figurative language. h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. i) Compare and contrast authors' styles. 	<p>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.</p> <p>8.RL.1 Key Ideas and Plot Details</p> <ul style="list-style-type: none"> 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. B. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view. C. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.RL.1- Focuses on reading comprehension of literary texts associated with grade eight • 8.RL.1.A. - Addresses skills identified in 2017 8.5b and 8.5c and analyzes how themes are developed in texts through plot details. • 8.RL.1.B. - Addresses skills identified in 2017 8.5a and 8.5c and specifies the types of plot patterns that can create meaning. • 8.RL.1.C. - Addresses the skills identified in 2017 8.5a and 8.5b and increases the rigor to justify the actions of different character types with textual evidence 	

The focus for Grade 8 Reading Literary Texts 1 is for students to demonstrate understanding of key ideas and plot details in literary texts. These include analyzing and explaining themes, characters, settings, and plot patterns. In Grade 8, emphasis is placed on justifying how characters' decisions and actions manifest static or dynamic portrayals. The 2024 English Standards of Learning offer clarity that in Grade 8, these standards are met through students engaging in a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

8.RL addresses skills identified in the 2017 8.5 strand. There are also additions and revisions to standard 8.RL.1. 8.RL.1 focuses on reading comprehension of literary texts associated with grade eight. 8.RL.1 A analyzes how themes are developed in texts through plot details. 8.RL.1 B specifies the types of plot patterns that can create meaning. 8.RL.1 C increases the rigor to justify the actions of different character types with textual evidence.


These standards align with and increase the rigor of similar standards from the 2017 English Standards of Learning 8.5.

2017 SOL	2024 SOL
<p>8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning. d) Explain the use of symbols and figurative language. h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. i) Compare and contrast authors' styles. 	<p>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.</p> <p>8.RL.2 Craft and Style</p> <ul style="list-style-type: none"> 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. B. Analyze how an author's use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise. C. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. D. 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.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.RL.2- Focuses on the author's literary craft and style • 8.RL.2.A. - Aligns to 2017 8.5h and explicitly identifies the poetic elements in prose and poetry. • 8.RL.2.B. - Aligns to 2017 8.5d and 8.5g and explicitly identifies elements of an author's style that can impact tone for analysis. • 8.RL.2.C. - Aligns to skills addressed in 2017 8.5a, 8.5d, 8.5h, and 8.5i. • 8.RL.2.D. - Aligns to 2017 8.5d and explicitly identifies literary devices that can generate mystery, suspense, or surprise. 	

The focus for Grade 8 Reading Literary Texts 2 is for students to demonstrate understanding of author's craft and style in literary texts. This includes poetic elements and specific literary devices. Interpreting and analyzing an author's style is important for readers because it can help to deepen understanding, enhance appreciation, and encourage critical thinking.

The 2024 English Standards of Learning offer clarity that in Grade 8 these standards are met through students engaging in a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

These standards align with and increase the rigor of similar standards from the 2017 English Standards of Learning 8.5. There are also additions and revisions to standard 8.RL.2. 8.RL.2 focuses on the author's literary craft and style. 8.RL.2 A explicitly identifies the poetic elements in prose and poetry. 8.RL.2 B explicitly identifies elements of an author's style that can impact tone for analysis. 8.RL.2 D explicitly identifies literary devices that can generate mystery, suspense, or surprise.

2017 SOL	2024 SOL
<p>8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning. d) Explain the use of symbols and figurative language. h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. i) Compare and contrast authors' styles. 	<p>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.</p> <p>8.RL.3 Integration of Concepts</p> <ul style="list-style-type: none"> 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. B. Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history. C. Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories; literary nonfiction and information) in terms of their approaches to similar themes and topics.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.RL.3- Provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts. • 8.RL.3.A. - Aligns to skills addressed in 2017 8.5e and 8.5f. • 8.RL.3.B. - Aligns to skills addressed in 8.5h and 8.5i and specifies how students will compare and contrast historical fiction that occur during the same time period. • 8.RL.3.C – Aligns to skills addressed in 2017 8.5 and 8.6 	

The focus for Grade 8 Reading Literary Texts 3 is for students to demonstrate an ability to integrate concepts. In 8th grade, students integrate literary concepts and text-based understandings through compare and contrast activities. Compare and contrast activities allow students to synthesize information from different sources/texts, increasing comprehension and revealing understanding.

The 2024 English Standards of Learning offer clarity that in Grade 8 these standards are met through students engaging in a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama. This includes fictional and historical accounts.


These standards align with and increase the rigor of similar standards from the 2017 English Standards of Learning 8.5. There are also additions and revisions to standard 8.RL.3. 8.RL.3 provides explicit skills students will engage in when describing and analyzing elements of stories, poetry, or drama when engaging with multiple texts. 8.RL.3 B specifies how students will compare and contrast historical fiction that occur during the same time period.

Reading Informational Text



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Now let's look at the standard focusing on Reading Informational Texts. The Reading Informational Text Strand was developed to emphasize the skills necessary for reading and comprehending complex informational text. This strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named "Reading Nonfiction."

2017 SOL	2024 SOL
<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. b) Apply knowledge of text features and organizational patterns to analyze selections. c) Skim materials to develop an overview or locate information. e) Analyze the author’s qualifications, viewpoint, word choice, and impact. f) Analyze details for relevance and accuracy. i) Summarize the text identifying supporting details. k) Evaluate, organize, and synthesize information for use in written and other formats. l) Analyze ideas within and between selections providing textual evidence 	<p>8.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>8.RI.1 Key Ideas and Confirming Details</p> <ul style="list-style-type: none"> A. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events. B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them. C. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.RI.1- Focuses on reading comprehension of information texts associated with grade eight • 8.RI.1.A. - Addresses skill associated with 2017 8.6g, 8.6h, and 8.8i and integrates literacies by creating a main idea statement and summarizing key events in a text. • 8.RI.1.B. - Addresses skills identified in 2017 8.6a, 8.6b, 8.6c, 8.6e, and 8.8j. Enhances the rigor to analyze how an author’s perspective develops in historical, scientific, or technical texts. • 8.RI.1.C. - Addresses skills identified in 2017 8.6a, 8.6b, and 8.6c. Enhances the rigor to trace and evaluate the argument of specific claims that are and are not supported with textual evidence. 	

The focus for Grade 8 Reading Informational Texts 1 is for students to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

The skills in Reading Informational Texts 1 address several of the skills previously met through the 2017 strand 8.6. There are also additions and revisions to standard 8.RI.1. 8.RI.1 focuses on reading comprehension of information texts associated with grade eight. 8.RI.1 A integrates literacies by creating a main idea statement and summarizing key events in a text. 8.RI.1 B enhances the rigor to analyze how an author’s perspective develops in historical, scientific, or technical texts. 8.RI.1 C enhances the rigor to trace and evaluate the argument of specific claims that are and are not supported with textual evidence.

The 2024 English Standards of Learning offer clarity that in Grade 8 these standards are met as students deepen and demonstrate comprehension in the understanding of complex informational text, textual elements, structures, and purposes.

2017 SOL	2024 SOL
<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. b) Apply knowledge of text features and organizational patterns to analyze selections. c) Skim materials to develop an overview or locate information. e) Analyze the author's qualifications, viewpoint, word choice, and impact. f) Analyze details for relevance and accuracy. i) Summarize the text identifying supporting details. k) Evaluate, organize, and synthesize information for use in written and other formats. l) Analyze ideas within and between selections providing textual evidence 	<p>8.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>8.RI.2 Craft and Style</p> <ul style="list-style-type: none"> 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. B. Analyze how an author's word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text. C. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.RI.2- Focuses on the author's informational craft and style by enhancing the rigor • 8.RI.2.A. - Aligns with 2017 8.6a and explicitly identifies text features that can be used to help evaluate the author's use of them to support reading comprehension. • 8.RI.2.B. - Aligns with 2017 8.6 b and 8.6f and analyzes how the author's purpose is impacted by word choice, organizational pattern, and language structures. • 8.RI.2.C. - Aligns with 2017 8.6d and 8.6l 	



The focus for Grade 8 Reading Informational Texts 2 is for students to demonstrate understanding of the craft and style of an informational text.

The skills in Reading Informational Texts 2 address and align with several of the skills previously met through the 2017 strand 8.6. There are also additions and revisions to standard 8.RI.2. 8.RI.2 focuses on the author's informational craft and style by enhancing the rigor. 8.RI.2.A explicitly identifies text features that can be used to help evaluate the author's use of them to support reading comprehension. 8.RI.2.B analyzes how the author's purpose is impacted by word choice, organizational pattern, and language structures.

The revisions to the Grade 8 Standards of Learning Reading Informational Texts 2 offer clarity on how students can consider how the specific choices made by an author(s) contribute to the overall meaning of a text.

2017 SOL	2024 SOL
<p>8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases. b) Apply knowledge of text features and organizational patterns to analyze selections. c) Skim materials to develop an overview or locate information. e) Analyze the author's qualifications, viewpoint, word choice, and impact. f) Analyze details for relevance and accuracy. i) Summarize the text identifying supporting details. k) Evaluate, organize, and synthesize information for use in written and other formats. l) Analyze ideas within and between selections providing textual evidence 	<p>8.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.</p> <p>8.RI.3 Integration of Concepts</p> <ul style="list-style-type: none"> 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. B. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.RI.3- Showcases how multiple texts can be compared, contrasted, and analyzed when reading informational texts • 8.RI.3.A. - Aligns with skills identified in 2017 8.6a, 8.6b, 8.6e, 8.6f, 8.6k, and 8.6l. Provides specific types of selections that students can engage in when comparing multiple texts • 8.RI.3.B - Compares and contrasts how an author establishes and conveys a perspective or purpose in a text and how the author responds to conflicting evidence or viewpoints. 	



The focus for Grade 8 Reading Informational Texts 3 is for students' integration of concepts across a text and between texts.

The additions and revisions to the strand 8.RI.3 help to increase students' opportunities to compare and contrast grade-level complex texts while also better aligning skills previously part of the Grade 8 Standards of Learning 8.6. 8.RI.3 showcases how multiple texts can be compared, contrasted, and analyzed when reading informational texts. 8.RI.3 A provides specific types of selections that students can engage in when comparing multiple texts. 8.RI.3.B compares and contrasts how an author establishes and conveys a perspective or purpose in a text and how the author responds to conflicting evidence or viewpoints.

The 2024 English Standards of Learning offer clarity that in Grade 8 these standards are met through students engaging in the analysis of grade-level complex texts.

Foundations for Writing

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The Foundations for Writing Strand is new to the 2024 English Standards of Learning. These standards focus on the foundational, transcription skills that students must have in order to effectively and efficiently communicate their ideas through writing. While there are no Foundations for Writing strands in middle school, teachers may reference the Kindergarten through Grade 5 Foundations for Writing Standards as needed.

2017 SOL	2024 SOL
N/A	See Kindergarten through grade five for Foundations for Writing standards.
<p>Revisions:</p> <ul style="list-style-type: none"> • N/A 	




Teachers should be familiar with the expectations in the strand that could help differentiate and align instruction according to student needs. Just like the Foundations for Reading Strand, teachers should be aware of where to find this strand to support writing instruction as needed in the classroom. See Kindergarten through grade five for Foundations for Writing standards.

Writing

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Now we'll dig deeper into the standards focusing on Writing. This strand has been organized into three categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics. In 2017, Grammar and Usage were part of the Writing strand, and it has been moved to Language Usage in 2024.

2017 SOL	2024 SOL
<p>8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <ol style="list-style-type: none"> Engage in writing as a recursive process. Choose intended audience and purpose. Use prewriting strategies to generate and organize ideas. Organize writing structure to fit form or topic. Establish a central idea incorporating evidence, maintaining an organized structure and formal style. Compose a thesis statement for persuasive writing that advocates a position. Clearly state and defend a position with reasons and evidence, from credible sources. Identify a counterclaim and provide a counter - argument. Distinguish between fact and opinion to support a position. Organize information to provide elaboration and unity. Develop and modify the central idea, tone, and voice to fit the audience and purpose. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. 	<p>8.W The student will compose various works for diverse audiences and purposes, linked to grade eight content and texts.</p> <p>8.W.1 Modes and Purposes for Writing</p> <p>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.</p> <p>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.</p> <p>C. Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made.</p> <p>D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> 8.W.1- Focuses on the modes and purposes for writing by providing concrete details when writing narratives, expositions, persuasive essays, and reflections. This includes skills identified in 2017 8.7g, 8.7h, and 8.7i to be used as appropriate based on the mode and purpose for writing. 8.W.1.A. - Aligns with the skills identified in 2017 8.7d. 8.W.1.B. - Unpacks the expository writing focus in 2017 8.7d. 8.W.1 C. - Unpacks the persuasive writing focus in 2017 8.7d. 8.7f, 8.7g, and 8.7h. 8.W.1.D. - Unpacks the reflective writing focus in 2017 8.7d. 	

The focus for Grade 8 Writing 1 is modes and purposes for writing.

In 8th grade, students should have opportunities to write narratives, expository texts, persuasive texts, and reflective compositions. Students should also learn to differentiate between the different types and styles of writing.

Grade 8 Writing 1 aligns the strands in the 2017 English Standards of Learning 8.7. It also clarifies and specifies the skills associated with each type of writing. There are also additions and revisions to the strand 8.W.1. 8.W.1 focuses on the modes and purposes for writing by providing concrete details when writing narratives, expositions, persuasive essays, and reflections. 8.W.1 B unpacks expository writing and 8.W.1 C. unpacks persuasive writing. 8.W.1 D unpacks the reflective writing.

2017 SOL	2024 SOL
<p>8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <ol style="list-style-type: none"> Engage in writing as a recursive process. Choose intended audience and purpose. Use prewriting strategies to generate and organize ideas. Organize writing structure to fit form or topic. Establish a central idea incorporating evidence, maintaining an organized structure and formal style. Compose a thesis statement for persuasive writing that advocates a position. Clearly state and defend a position with reasons and evidence, from credible sources. Identify a counterclaim and provide a counter - argument. Distinguish between fact and opinion to support a position. Organize information to provide elaboration and unity. Develop and modify the central idea, tone, and voice to fit the audience and purpose. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. 	<p>8.W.2 Organization and Composition</p> <p>A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:</p> <ol style="list-style-type: none"> Composing a thesis statement that states a position or explains the purpose. 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. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing. Expanding and embedding ideas to create sentence variety. Providing a concluding statement or section.
<p>Revisions:</p> <ul style="list-style-type: none"> 8.W.2-Focuses on how writing is generated and organized by students by explicitly highlighting the thesis (i) through the conclusion (vi). These skills occur as part of a recursive writing process with skills identified in 2017 8.7a, 8.7b, 8.7c, and 8.7d. 8.W.2.A.i.- Aligns and clarifies 2017 8.7f. 8.W.2.A.ii. - Aligns and clarifies 2017 8.7e. 8.W.2.A.iii.- Aligns and clarifies 2017 8.7j. 8.W.2.A.iv. - Aligns and clarifies 2017 8.7j, 8.8l, and 8.8a. 8.W.2.A.v. - Aligns and clarifies 201 8.W.2.A.vi. - Aligns to 2017 8.8c. 8.8W.2.A.vii. - Provides a concluding statement or section when writing. 	

The focus for Grade 8 Writing 2 is composition and organization of writing. In 8th grade, students develop the skills necessary to generate ideas effectively and produce quality, multi-paragraph texts.

As students generate and organize ideas using the writing process, they learn to develop and organize their ideas to ensure clarity. They also learn and effectively use the various components of writing including thesis statements, central idea, conclusions, transitions, voice, and tone.

The 8.W.2 strand help to focus on the generation and organization of writing while also aligning and clarifying components of the 8.7 2017 Standards of Learning. 8.W.2 focuses on how writing is generated and organized by students by explicitly highlighting the thesis (i) through the conclusion (vi). 8.W.2.vii provides a concluding statement or section when writing.

2017 SOL	2024 SOL
<p>8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.</p> <ul style="list-style-type: none"> a) Engage in writing as a recursive process. b) Choose intended audience and purpose. c) Use prewriting strategies to generate and organize ideas. d) Organize writing structure to fit form or topic. e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style. f) Compose a thesis statement for persuasive writing that advocates a position. g) Clearly state and defend a position with reasons and evidence, from credible sources. h) Identify a counterclaim and provide a counter - argument. i) Distinguish between fact and opinion to support a position. j) Organize information to provide elaboration and unity. k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. 	<p>8.W.3 Usage and Mechanics</p> <ul style="list-style-type: none"> A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. B. Self-and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.W.3- Focuses on the grade level expectations for usage and mechanics • 8.W.3.A. - Aligns with skills identified in 8.7l. • 8.W.3.B. - Expands 2017 8.8 to specifically use self- and peer editing as part of the revision process. 	



The focus for Grade 8 Writing 3 is usage and mechanics. In 8th grade, students continue to master the concepts of grammar, punctuation, and language use. Understanding these concepts is important because it helps students effectively communicate an intended message and enhances the quality of their writing.

Strand 8.W.3 helps to focus teachers and students on the grade level expectations for usage and mechanics while also aligning and expanding the standards information in the 8.7 standards from the 2017 Standards of Learning. There are also revisions and additions to strand 8.W.3. 8.W.3 B expands 2017 8.8 to specifically use self- and peer editing as part of the revision process.

With the 2024 Standards of Learning, the writing strands and the language usage strands work together to clarify grade level expectations. 8.W.3.B notes that teachers should see Language Usage for grade level expectations in order to understand the grammar and mechanics students are expected to use in grade 8.

Language Usage

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The Language Usage Strand is new to the 2024 English Standards of Learning. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. This strand was formerly a part of the Writing strand.

2017 SOL	2024 SOL
<p>8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. b) Correctly use pronouns in prepositional phrases with compound objects. c) Use a variety of sentence structures to infuse sentence variety in writing. d) Maintain consistent verb tense across paragraphs. e) Use comparative and superlative degrees in adverbs and adjectives. f) Use quotation marks with dialogue and direct. g) Use correct spelling for frequently used words. 	<p>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.</p> <p>8.LU.1 Grammar</p> <ul style="list-style-type: none"> A. Construct simple, compound, complex, and compound complex sentences to communicate ideas clearly and add variety to writing. B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing. C. Use specific adjectives and adverbs to enhance speech and writing. D. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing. E. Maintain consistent verb tense across paragraphs in writing.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.LU.1.- Contains the grammar expectations for grade eight • 8.LU.1.A. - Aligns with 2017 8.8c and specifically identifies the types of sentences that should be used to communicate ideas. • 8.LU.1.B. - Aligns with 2017 8.8b and specifically identifies types of pronouns to ensure pronoun-antecedent agreement when speaking and writing. • 8.LU.1.C. - Aligns with 2017 8.8e and expands to include how adjectives and adverbs can modify verbs in a variety of contexts when speaking and listening. • 8.LU.1.D. - Aligns with 2017 8.8c to arrange phrases and clauses when writing to improve meaning, reader interest, and style when writing. • 8.LU.1.E. - Aligns with 2017 8.8d. 	

The focus for Grade 8 Language Usage 1 is on students' use of grammar in both speaking and writing.

8.LU.1 addresses skills from strand 8.8 in the 2017 English Standards of Learning. The Grammar standard under Language Usage addresses the grammatical conventions that students should be able to use when speaking and when writing. There are also additions and revisions to 8.LU.1. 8.LU.1 A specifically identifies the types of sentences that should be used to communicate ideas. 8.LU.1 B specifically identifies types of pronouns to ensure pronoun-antecedent agreement when speaking and writing. 8.LU.1 C expands to include how adjectives and adverbs can modify verbs in a variety of contexts when speaking and listening.

In 8th grade, students should use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. The concepts included in 8.LU.1 are essential to writing effectively as they improve clarity and sophistication of written communication.

2017 SOL	2024 SOL
<p>8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. b) Correctly use pronouns in prepositional phrases with compound objects. c) Use a variety of sentence structures to infuse sentence variety in writing. d) Maintain consistent verb tense across paragraphs. e) Use comparative and superlative degrees in adverbs and adjectives. f) Use quotation marks with dialogue and direct. g) Use correct spelling for frequently used words. 	<p>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.</p> <p>8.LU.2 Mechanics</p> <ul style="list-style-type: none"> A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing. B. Use and punctuate dialogue and direct quotations appropriately in writing. C. Recognize and consistently spell frequently used words accurately. D. Consult reference materials to check and correct spelling.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.LU.2- Contains the mechanics expectations for grade eight • 8.LU.2.A.-Aligns with the skills identified in 2017 8.8a. • 8.LU.2.B. - Aligns with the skills identified in 2017 8.8f. • 8.LU.2.C. - Aligns with the skills identified in 2017 8.8g. • 8.LU.2.D. - Aligns with the skill identified in 2017 8.8g and includes using reference materials to check spelling. 	



The focus for Grade 8 Language Usage 2 is the grade level expectations for students' mechanics in writing. The Mechanics standard under Language Usage addresses the technical conventions that students should be able to use when writing.

In 8th grade, students should use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. In order to effectively communicate using Standard English, students should construct complete sentences, use and punctuate dialogue appropriately, recognize and spell frequently used words together, and consult reference materials. These concepts are essential to writing effectively as they improve clarity and sophistication of written communication.

8.LU.2 addresses skills from strand 8.8 in the 2017 English Standards of Learning. There are also additions and revisions to 8.LU.2. 8.LU.2.D. includes using reference materials to check spelling.

Communications and Multimodal Literacies

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We'll now dig deeper into the Communication and Multimodal Literacies Strand. The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages.

2017 SOL	2024 SOL
<p>8.1 The student will participate in, collaborate in, and report on small group learning activities.</p> <ol style="list-style-type: none"> Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams. Exhibit willingness to make necessary compromises to accomplish a goal. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. Include all group members, and value individual contributions made by each group member. Make statements to communicate agreement or tactful disagreement with others' ideas. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. Use self-reflection to evaluate one's own role in preparation and participation in small-group activities. 	<p>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.</p> <p>8.C.1 Communication, Listening, and Collaboration</p> <p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:</p> <ol style="list-style-type: none"> Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work. Asking clarifying questions and responding appropriately to others' questions to encourage discussion, foster understanding, and maintain focus on the topic. Communicating agreement or tactful disagreement with others' ideas. Thoughtfully paraphrasing and summarizing ideas made during discussions. Acknowledging new insights expressed by others, and, when justified, modifying their own views. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal. Using self-reflection to evaluate one's own role in preparation
<p>Revisions:</p> <ul style="list-style-type: none"> 8.C.1- Provides explicitly the speaking and listening skills for students to use when participating in discussions 8.C.1.A.i. - Aligns with 2017 8.1f. 8.C.1.A.ii. - Aligns with 2017 8.1a. 8.C.1.A.iii. - Aligns and expands the skills in 2017 8.1a and 8.1c by including asking clarifying questions. 8.C.1.A.iv. - Addresses skills identified in 2017 8.1c. 8.C.1.A.v. - Aligns to 2017 8.1c. 8.C.1.A.vi. - Aligns to 2017 8.1c. 8.C.1.A.vii. - Aligns to 2017 8.1d and 8.1b. 8.C.1.A.viii. - Aligns to 2017 8.1g. 	

Grade 8 Communication 1 focuses on students building skills around communication, listening, and collaboration.

The 8.C.1 Standard addresses skills from 8.1 in the 2017 English Standards of Learning.

The 8.C.1 Standard provides the speaking and listening skills for students to use when participating in discussions while aligning with several components from 8.1 in the 2017 English Standards of Learning. 8.C.1 provides explicitly the speaking and listening skills for students to use when participating in discussions. 8.C.1 A.iii expands the skills in 2017 8.1a and 8.1c by including asking clarifying questions.

As students develop effective oral communication and collaboration, they should facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade level topics and texts. Doing so helps students engage with a variety of topics, consider different perspectives, and develop communication skills.

2017 SOL	2024 SOL
<p>8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.</p> <ol style="list-style-type: none"> Select, organize, and create multimodal content that encompasses opposing points of view. Choose vocabulary and tone appropriate to the audience, topic, and purpose. Use effective verbal and nonverbal communication skills to deliver multimodal presentations. Cite information sources. Respond to audience questions and comments. Differentiate between Standard English and informal language. Evaluate presentations. 	<p>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.</p> <p>8.C.2 Speaking and Presentation of Ideas</p> <p>A. Deliver collaborative and individual formal and informal interactive presentations This includes:</p> <ol style="list-style-type: none"> Clearly communicating information in an organized and succinct manner. Incorporating pertinent descriptions, facts, details, and examples to support the main ideas. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume. Responding to audience questions and comments with relevant evidence, observations, and ideas. Referencing source material as appropriate during the presentation.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.C.2- Explicitly states expectations to incorporate in formal and informal presentations • 8.C.2.A.i. - Aligns to skills in 2017 8.2 and specifies that communication should be succinct and organized. • 8.C.2.A.i. - Aligns to skills in 2017 8.2a. • 8.C.2.A.ii. - Aligns to skills in 2017 8.2b and 8.2f. • 8.C.2.A.iii - Aligns to skills in 2017 8.2e. • 8.C.2.A.iv. - Aligns to skills in 2017 8.2d and 8.3g. 	

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Grade 8 Communication 2 focuses on the skills students need in order to effectively share their ideas through speaking and while presenting their ideas.

The 2024 8.C.2 Standard addresses skills from 8.2 and 8.3 in the 2017 English Standards of Learning. 8.C.2 also explicitly states expectations for formal and informal presentations. There are also revisions and additions to 8.C.2. 8.C.2 explicitly states expectations to incorporate in formal and informal presentations. 8.C.2 A.i specifies that communication should be succinct and organized.

Clear communication in formal and informal settings increases audience engagement and understanding.

2017 SOL	2024 SOL
<p>8.3 The student will analyze, develop, and produce creative or informational media messages.</p> <ul style="list-style-type: none"> a) Analyze the purpose of information and persuasive techniques used in diverse media formats. b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. c) Use media and visual literacy skills to create products to express new understandings. d) Evaluate sources for relationships between intent and factual content. e) Utilize multimedia to clarify information and emphasize differing points of view. f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s). g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages. 	<p>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.</p> <p>8.C.3 Integrating Multimodal Literacies</p> <ul style="list-style-type: none"> A. Plan a multimodal presentation that <ul style="list-style-type: none"> i. Sequences ideas logically. ii. Uses pertinent descriptions, facts, and details. iii. Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language). iv. Emphasizes different points of view. B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning.
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.C.3- Includes examples of communication modes that can be combined to create and deliver a multimodal presentation • 8.C.3.A.i-iv.- Aligns to the skills identified in 2017 8.2a and 8.3e specifies the multimodal tools that could be used in enhance presentations. • 8.C.3.B. -Aligns to the skills identified in 2017 8.3c, 8.3e, and 8.3g. 	

Grade 8 Communication 3 focuses on the integration of ideas into multimodal presentations.

The focus of 8.C.3 is on planning, crafting, and publishing multimodal presentations and media messages.

The 2024 8.C.3 Standard combines skills that were addressed in 8.2 and 8.3 in the 2017 English Standards of Learning. There are also additions and revisions to 8.C.3. 8.C.3 includes examples of communication modes that can be combined to create and deliver a multimodal presentation. 8.C.3 A.i-iv specifies the multimodal tools that could be used in enhance presentations.

2017 SOL	2024 SOL
N/A	<p>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.</p> <p>8.C.4 Examining Media Messages</p> <p>A. Examine how the media can influence beliefs, behaviors, and interpretations by using persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions).</p> <p>B. Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media.</p> <p>C. Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 8.C.4 - Clarifies how to examine, analyze, and evaluate media messages • 8.C.4.A. - Aligns to the skills identified in 2017 8.3b and specifies persuasive techniques used in media to influence audiences. • 8.C.4.B. - Aligns to 2017 8.3a and specifies the types of media with a similar topic that can be analyzed. • 8.C.4.C. - Aligns to 2017 8.3b, 8.3d, and 8.3f and specifies the type of content that can be used to evaluate sources. 	

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Grade 8 Communication 4 focuses on students examining media messages.

The 2024 8.C.4 Standard aligns to skills that were addressed in 8.3 in the 2017 English Standards of Learning. 8.C.4 also offers clarity on how students should examine, analyze, and evaluate media messages. There are also changes and revisions made to 8.C.4. 8.C.4 clarifies how to examine, analyze, and evaluate media messages. 8.C.4.A specifies persuasive techniques used in media to influence audiences. 8.C.4 B specifies the types of media with a similar topic that can be analyzed. 8.C.4.C specifies the type of content that can be used to evaluate sources.

In 8th grade, students enhance their communication skills in order to effectively communicate and collaborate. They not only create and present multimodal presentations, but they also examine media messages. This includes an examination of how the media can influence beliefs, behaviors, and interpretations, an analysis of how similar information is presented in diverse media formats, and an evaluation of sources for their relationships, motives, intent, and content.


Research

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Let's finish by looking at the Research Strand. The focus of this strand is conducting research and reading conceptually related texts for a variety of purposes.

The Research strand has been organized into one category: Evaluation and Synthesis of Information.

2017 SOL	2024 SOL
<p>8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.</p> <ol style="list-style-type: none"> Formulate and revise questions about a research topic. Collect and synthesize information from multiple sources. Evaluate and analyze the validity and credibility of resources. Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. Quote, summarize and paraphrase research findings. Publish findings and respond to feedback. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. Demonstrate ethical use of the Internet. 	<p>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.</p> <p>8.R.1 Evaluation and Synthesis of Information</p> <ol style="list-style-type: none"> Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary. Collect, organize, and synthesize information from multiple sources using various notetaking formats. Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines. Organize and share findings in formal and informal oral or written formats. Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.
<p>Revisions:</p> <ul style="list-style-type: none"> 8.R.1- Focuses student research to use conceptually related texts when conducting research 8.R.1.A. - Aligns with the skills identified in 2017 8.9a. 8.R.1.B. - Aligns with the skills identified in 2017 8.9b. 8.R.1.C. - Aligns with the skills identified in 2017 8.9c and 8.9d. Clarifies the types of sources that can be evaluated and analyzed during research. 8.R.1.D. - Combines the skills identified in 2017 8.9e, 8.9f, 8.9h, and 8.9i. 8.R.1.E. - Aligns with the skills identified in 2017 8.9g. 8.R.1.F. - Combines the skills identified in 2017 8.9e and 8.9h. 8.R.1.G. - Aligns with the skills identified in 2017 8.9i and includes types of sources (e.g., the Internet, Artificial Intelligence, and new technologies as they develop). 	

Grade 8 Research focuses on students learning to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.

In 8th grade, students should 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.

The 8.R.1 standards focus on students using conceptually related texts when conducting research. 8.R.1 aligns with and combines the skills identified in 8.9 from the 2017 Standards of Learning. There are also additions and revisions made to 8.R. 8.R.1 C clarifies the types of sources that can be evaluated and analyzed during research. 8.R.1 G includes types of sources (e.g., the Internet, Artificial Intelligence, and new technologies as they develop).

BEST IN CLASS- STANDARDS OF LEARNING

- The revisions made in the 2024 *English Standards of Learning* will raise academic expectations for students and schools and provide a clear and vertically coherent set of expectations to educators and families.
- A focus on Developing Skilled Readers and Building Reading Stamina will ensure that every student is equipped access to educational experience that prepare them for their postsecondary opportunities.
- Clear and coherent academic standards allow for common expectations of mastery for students, families, school staff, and assessment designers.

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The 2024 English Standards of Learning will raise academic expectations for students and schools. They are designed to provide a clear and vertically coherent skill set that spiral up and increase in depth as students progress through K-12.

The development and focus on Developing Skilled Readers and Build Reading Stamina will ensure that every students is equipped access to educational experiences that prepare them for their postsecondary opportunities.

The 2024 English Standards of Learning offer clear and cohesive academic standards that allow for common experiences and expectations across the commonwealth.

Questions?

Reach out to the VDOE
English Team

VDOE.English@doe.virginia.gov



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Additional supports around the 2024 English Standards of Learning will be provided throughout the spring and summer of 2024. If you have questions, please reach out to the VDOE English Team.