

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 8 Writing**

Text Title: Write Source, Student Edition, Online Student Subscription, Grade 8 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt

Print and Digital

| Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Writing Summary | Rating | | |
|---|----------|---------|----------------|
| | Adequate | Limited | No Evidence |
| 8.7 | X | | |
| 8.7 a | X | | |
| 8.7 b | X | | |
| 8.7 c | X | | |
| 8.7 d | X | | |
| 8.7 e | X | | |
| 8.7 f | X | | |
| 8.7g | X | | |
| 8.7 h | X | | |
| 8.8 | X | | |

| Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Writing Summary | Rating | | |
|---|----------|---------|----------------|
| | Adequate | Limited | No Evidence |
| 8.8 a | X | | |
| 8.8 b | X | | |
| 8.8 c | X | | |
| 8.8 d | X | | |
| 8.8 e | X | | |
| 8.8 f | X | | |
| 8.8g | X | | |
| 8.9 | X | | |
| 8.9 a | X | | |
| 8.9 b | X | | |

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| Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Writing Summary | Rating | | |
|---|-----------------|----------------|------------------------|
| | Adequate | Limited | No Evidence |
| 9.9 c | X | | |
| 8.9 d | X | | |
| 8.9 e | X | | |
| 8.9 f | X | | |
| 8.9 g | X | | |

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| | | | |
|--|--|----------------|--------------------|
| <p>Section II. Additional Criteria: Instructional Planning and Support</p> | <p>Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.</p> | | |
| <p>1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.</p> | <p><u>Adequate</u></p> | <p>Limited</p> | <p>No Evidence</p> |
| <p>2. The textbook is organized appropriately within and among units of study.</p> | <p><u>Adequate</u></p> | <p>Limited</p> | <p>No Evidence</p> |
| <p>3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.</p> | <p><u>Adequate</u></p> | <p>Limited</p> | <p>No Evidence</p> |
| <p>4. The writing style, syntax, and vocabulary are appropriate.</p> | <p><u>Adequate</u></p> | <p>Limited</p> | <p>No Evidence</p> |
| <p>5. Sufficient instructional strategies are provided to promote depth of understanding.</p> | <p><u>Adequate</u></p> | <p>Limited</p> | <p>No Evidence</p> |

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|--|---|---------|-------------|
| STANDARD | Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate. | | |
| 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| a) Identify intended audience. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| b) Use prewriting strategies to generate and organize ideas. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| c) Distinguish between a thesis statement and a topic sentence. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| d) Organize details to elaborate the central idea and provide unity. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |

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|--|---|---------|-------------|
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| e) Select specific vocabulary and information for audience and purpose. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| f) Use interview quotations as evidence. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| h) Use computer technology to plan, draft, revise, edit, and publish writing. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |

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| STANDARD | Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate. | | |
| 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| c) Choose the correct case and number for pronouns in prepositional phrases with compound objects. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |

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| STANDARD | Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate. | | |
| d) Maintain consistent verb tense across paragraphs. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| e) Use comparative and superlative degrees in adverbs and adjectives. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| f) Use quotation marks with dialogue and direct quotations. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| g) Use correct spelling for frequently used words. | <u>Adequate</u> | Limited | No Evidence |
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| STANDARD | Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate. | | |
| 8.9 The student will apply knowledge of appropriate reference materials to produce a research product. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| a) Collect and synthesize information from multiple sources including online, print and media. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| b) Evaluate the validity and authenticity of texts. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| c) Use technology as a tool to research, organize, evaluate, and communicate information. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |

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| STANDARD | Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate. | | |
| d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| f) Publish findings and respond to feedback. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |
| g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. | <u>Adequate</u> | Limited | No Evidence |
| | Comments: | | |