

English Standards of Learning Crosswalk Between the 2010 and 2002 Standards

Virginia Department of Education
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Questions concerning the crosswalk should be addressed to:

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English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

Stra2010 Grade 8 English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/2002 Standards
Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language	
8.1 The student will use interviewing techniques to gain information.	
a) Prepare and ask relevant questions for the interview.	
b) Make notes of responses.	
c) Compile, accurately report, and publish responses.	Added “accurately...and publish.”
d) Evaluate the effectiveness of the interview.	

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2010 STANDARDS	CHANGES/2002 Standards
8.2 The student will develop and deliver oral presentations in groups and individually.	
a) Choose topic and purpose appropriate to the audience.	
b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.	
c) Use appropriate verbal and nonverbal presentation skills.	
d) Respond to audience questions and comments.	
e) Differentiate between standard English and informal language.	New content.

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f) Critique oral presentations.	
g) Assume shared responsibility for collaborative work.	New content.
h) Use a variety of strategies to listen actively.	New content.
8.3 The student will analyze, develop, and produce creative or informational media messages.	Strand includes media literacy. Added “develop, and produce creative or informational.”
a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.	Added “informational...in nonprint media including television, radio, video, and Internet.”
b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	New content.

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c) Use media and visual literacy skills to create products that express new understandings.	New content.
d) Evaluate sources for relationships between intent and factual content.	8.3c Removed “including advertisements, editorials, and feature stories.”
Strand: Reading	
8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.	Vocabulary Standard Removed “derivations, inflections.” Added “within authentic texts.”
a) Identify and analyze an author’s use of figurative language.	New content.
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	Added “and differentiate among multiple meanings.”

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c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	New content.
d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.	New content.
e) Discriminate between connotative and denotative meanings and interpret the connotation.	New content.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	New content.
8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	Fiction Standard Removed “narrative and poetic forms.” Added “fictional texts, narrative nonfiction, and poetry.”
a) Explain the use of symbols and figurative language.	

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b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	New content.
c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	Removed “Describe”; Added “Explain...voice.”
d) Understand the author’s use of conventional elements and characteristics within a variety of genres.	New content.
e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	Removed “poetic elements.” Added “author’s...in different texts.”
f) Compare and contrast authors’ styles.	8.5e
g) Identify and ask questions that clarify various viewpoints.	New content.

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h) Identify the main idea.	New content.
i) Summarize text relating supporting details.	New content.
j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	New content.
k) Identify cause and effect relationships.	New content.
l) Use prior and background knowledge as a context for new learning.	New content.
m) Use reading strategies to monitor comprehension throughout the reading process.	New content.

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8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.	Nonfiction Standard Removed “informational...sources.” Added “nonfiction texts.”
a) Draw on background knowledge and knowledge of text structure to understand selections.	
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	8.6h,i Added “using evidence from text as support.”
c) Analyze the author’s qualifications, viewpoint, and impact.	8.6b Removed “credentials.” Added “qualifications.”
d) Analyze the author’s use of text structure and word choice.	8.6c
e) Analyze details for relevance and accuracy.	8.6d

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f) Differentiate between fact and opinion.	New content.
g) Identify the main idea.	New content.
h) Summarize the text identifying supporting details.	8.6f Removed “and critique.” Added “the...identifying supporting details.”
i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	New content.
j) Identify cause and effect relationships.	New content.
k) Evaluate, organize, and synthesize information for use in written and oral formats.	8.6g Removed “presentations.” Added “formats.”

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l) Use reading strategies to monitor comprehension throughout the reading process.	New content.
Strand: Writing	
8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.	
a) Identify intended audience.	New content.
b) Use prewriting strategies to generate and organize ideas.	8.7a
c) Distinguish between a thesis statement and a topic sentence.	New content.

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d) Organize details to elaborate the central idea and provide unity.	8.7b Added “provide unity.”
e) Select specific vocabulary and information for audience and purpose.	8.7c Added “audience and purpose.”
f) Use interview quotations as evidence.	New content.
g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.	8.7d Added “clarity of content.”
h) Use computer technology to plan, draft, revise, edit, and publish writing.	8.7e Added “to plan, draft, revise, edit, and publish writing.”
8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	

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a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	
b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	
c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.	
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 quotations.	New content.

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g) Use correct spelling for frequently used words.	New content.
New Strand: Research	
8.9 The student will apply knowledge of appropriate reference materials to produce a research product.	New content.
a) Collect and synthesize information from multiple sources including online, print and media.	New content.
b) Evaluate the validity and authenticity of texts.	New content.
c) Use technology as a tool to research, organize, evaluate, and communicate information.	New content.

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d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	New content.
e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	New content.
f) Publish findings and respond to feedback.	New content.
g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	New content.