

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 8 – Unit 1: Introduction to Essential Reading and Writing Skills

Rationale

This unit begins the year with reading literature and literary analysis. Unit one will include a focus on literature mentor texts with infusions of nonfiction to make the connections between genres. Students will engage in reading, discussing and analyzing narrative text as well as writing literary analysis essays (expository essay). While reading literature, students will engage in collaborative discussion to analyze the development of theme and dialogue. The results of their analyses will be captured in an expository essay that examines and develops a topic or idea from an anchor text(s) in this unit. Norms will be set in this unit with students understanding the speaking and listening expectations as well as language expectations.

Grade 8 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">▪ cite textual evidence that most strongly supports analysis of what the text says explicitly▪ cite textual evidence that most strongly supports analysis of inferences drawn from the text▪ make relevant connections that most strongly support analysis of what the text says explicitly▪ make relevant connections that most strongly support analysis of inferences drawn from the text▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text)▪ there are different types of connections▪ there are explicit and implicit meanings that can be drawn from a text▪ relevant connections and text evidence are used to make inferences▪ analysis is based on inferences made from text evidence and relevant connections▪ draw inferences from the text▪ pieces of textual evidence vary in strength and relevance

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RL. 8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<ul style="list-style-type: none"> ▪ determine a theme/central idea ▪ analyze the theme’s relationship to character ▪ analyze the theme’s relationship to setting ▪ analyze the theme’s relationship to plot ▪ provide an objective summary of the text ▪ there is a difference between theme and central idea ▪ themes have a relationship with characters, setting, and plot ▪ authors develop a theme or central idea over the course of a text ▪ summaries are objective and free from opinion or analysis
RL. 8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> ▪ dialogue can propel the actions of a story, reveal aspects of a character, or provoke decisions ▪ incidents (specific events) propel the actions of a story, reveal aspects of a character, or provoke decisions ▪ analyze how lines of dialogue propel action in the story ▪ analyze how dialogue reveals aspects of a character ▪ analyze how dialogue helps provoke a decision ▪ analyze how incidents in the story propel action ▪ analyze how incidents in the story reveal aspects of a character ▪ analyze how incidents in the story provoke a decision
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> ▪ determine the meaning of words and phrases as used in a text ▪ determine the meaning of figurative language and connotative language as used in a text ▪ analyze the impact of word choice on meaning and tone ▪ words have figurative and connotative meanings ▪ specific word choices in a text has an impact on meaning and tone ▪ analogies and allusions to other texts affect meaning and tone
RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above ▪ texts differ in complexity

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<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> ▪ building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ▪ engage effectively in a range of discussions, such as one-on-one, in-groups, and teacher-led ▪ engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<ul style="list-style-type: none"> ▪ being prepared by researching the material helps us engage in effective collaborative discussions ▪ build on others’ ideas ▪ express our own [ideas] clearly ▪ come to discussions prepared by reading or researching materials ▪ explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue ▪ probe and reflect on ideas under discussion
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<ul style="list-style-type: none"> ▪ having rules for decision-making, helps us engage in collaborative discussions ▪ follow rules for decision-making ▪ track progress toward specific goals and deadlines
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	<ul style="list-style-type: none"> ▪ posing questions that connect other speakers’ ideas help engage in collaborative discussions ▪ pose questions that connect the ideas of several speakers ▪ respond to others’ questions and comments with relevant evidence

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<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<ul style="list-style-type: none"> ▪ acknowledging new information expressed by others and, when warranted, qualifying or justifying our own views in light of the evidence presented helps us engage in collaborative discussion ▪ qualify or justify our own views in light of the evidence presented
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ▪ use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase
<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<ul style="list-style-type: none"> ▪ words carry different meanings depending on how they are used ▪ interpret figures of speech (e.g. verbal irony, puns) in context

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

Grade 8 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<ul style="list-style-type: none"> informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	<ul style="list-style-type: none"> informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc. introduce a topic and organize ideas, concepts and information using text structure and text features informative/explanatory writing has text features, e.g., headings, graphics, and multimedia use text structures to organize ideas, concepts, and information in informative/explanatory writing use text features to organize ideas, concepts, and information in informative/explanatory writing
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> in informative/explanatory text, the topic can be developed with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples develop the topic with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text transitions can be varied use appropriate and varied transitions to create cohesion in informative/explanatory text use appropriate and varied transitions to clarify the relationships among ideas and concepts in informative/explanatory text

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<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ▪ use precise language to inform about or explain the topic in informative/explanatory text ▪ use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ▪ establish and maintain a formal/academic style, approach, and form in informative/explanatory text
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ▪ provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text ▪ provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text
<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ development, organization, voice and style produce clear and coherent writing ▪ organize writing that is appropriate to task, purpose and audience ▪ develop writing that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience

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<p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<ul style="list-style-type: none"> ▪ guidance and support from peers and adults help strengthen and develop writing ▪ writing has a purpose and an intended audience ▪ purpose and audience are important to writing ▪ with some guidance and support from peers and adults, develop and strengthen writing by planning ▪ with some guidance and support from peers and adults, develop and strengthen writing by revising ▪ with some guidance and support from peers and adults, develop and strengthen writing by editing ▪ with some guidance and support from peers and adults, develop and strengthen writing by rewriting ▪ with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach ▪ with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed
<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ▪ the internet and technology can be used to publish and produce writing ▪ use technology, including the internet, to produce and publish writing ▪ use technology to interact and collaborate with others to produce and publish writing ▪ use technology, including the internet, to present the relationship between information and ideas efficiently
<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<ul style="list-style-type: none"> ▪ evidence from literary or informational texts support analysis, reflection and research ▪ draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing

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W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> ▪ writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences ▪ write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> ▪ claims and findings should be presented with relevant evidence, sound valid reasoning, and well-chosen details ▪ use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks ▪ demonstrate command of formal English when indicated or appropriate.
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use verbs in the active and passive voice.	<ul style="list-style-type: none"> ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ verbs can be used in passive or active voice ▪ form and use verbs in active voice ▪ form and use verbs in passive voice
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<ul style="list-style-type: none"> ▪ verbs in the active and passive voice can emphasize the actor or the action ▪ verbs in the conditional or subjunctive mood can express uncertain or describe a state contrary to the fact ▪ use knowledge of language and its conventions when writing ▪ use knowledge of language and its conventions when speaking ▪ use knowledge of language and its conventions when reading ▪ use knowledge of language and its conventions when listening ▪ use verbs in the active and passive voice in the conditional mood to achieve particular effects ▪ use verbs in the active and passive voice in the subjunctive mood to achieve particular effects.

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