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

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Grade 8 – Unit 2: Analyzing Informational Texts

Rationale

The focus of Unit two is informational reading and argumentative writing. Building on previous concepts and skills, students will learn more complex topics, focusing on gathering information through research, evaluating credibility of sources and analyzing how authors structure their texts to support their claim, including how they respond to conflicting evidence. Students will also be expected to draw evidence from literary texts to support analysis, reflection and research. This unit allows for a greater exploration of Informational Reading and Writing, while introducing students to Argument for the first time this year. Language standards that lend themselves to research writing, such as L.8.2 (using an ellipsis) have been purposefully included in this unit as well.

Grade 8 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	- determine points of view of characters, the audience, or reader - define and analyze the use of dramatic irony - analyze how point of view of the character creates effects in the text - analyze how the point of view of the reader/audience creates effects in the text - characters in the text, the audience, and the reader can have different points of view - different points of view create effects such as suspense or humor
RI.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.	- pieces of textual evidence vary in strength and relevance - cite text evidence that most strongly supports an analysis of what the text says explicitly - cite text evidence that most strongly supports an analysis of inferences drawn from the text - make relevant connections that most strongly supports analysis of what the text says explicitly - make relevant connections that most strongly supports analysis of inferences drawn from the text

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RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	▪ a central idea is developed over the course of a text ▪ a central idea is developed through its relationship to supporting ideas ▪ determine a central idea of a text ▪ analyze [a central idea's] development over the course of the text, including its relationship to supporting ideas ▪ provide an objective summary of the text
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	▪ a text makes connections among individuals, ideas, and events through comparisons, analogies, or categories ▪ a text makes distinctions among individuals, ideas, or events through comparisons, analogies, or categories
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	▪ words have figurative, connotative, and technical meanings ▪ word choices affect meaning and tone ▪ analogies and allusions to other texts affect meaning and tone ▪ determine the meaning of words/phrases as they are used in a text, including figurative, connotative, and technical meanings ▪ analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts
RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept	▪ authors can use different structures for different paragraphs in a text ▪ authors can craft specific sentences in a paragraph to develop and refine a key concept ▪ analyze the structure an author uses to organize a paragraph in a text ▪ identify the role of particular sentences to develop and refine concepts
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	▪ determine points of view of characters, the audience, or reader ▪ define and analyze the use of dramatic irony ▪ analyze how point of view of the character creates effects in the text ▪ analyze how the point of view of the reader/audience creates effects in the text ▪ characters in the text, the audience, and the reader can have different points of view ▪ different points of view create effects such as suspense or humor

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RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	▪ reasons and evidence need to be sound and relevant ▪ a speaker may have irrelevant evidence for arguments and claims ▪ delineate a speaker's argument and specific claims ▪ evaluate the soundness of the reasoning and relevance and sufficiency of the evidence ▪ identify when irrelevant evidence is introduced

Grade 8 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	▪ arguments and claims need to be supported by clear reasoning and relevant evidence ▪ introduce claim(s) in argumentative writing ▪ distinguishing claims explain how they are different from each other ▪ acknowledge and distinguish claim(s) from alternate and opposing claims in argumentative writing ▪ organize reasons and evidence logically in argumentative writing
W.8.1. Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	▪ support claims with clear reasons and relevant evidence in argumentative writing ▪ support claims with logical reason and relevant evidence in argumentative writing ▪ use accurate and credible sources in argumentative writing ▪ demonstrate an understanding of the topic or text in argumentative writing

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W.8.1. Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	▪ use words, phrases and clauses to create cohesion in argumentative writing ▪ clarify the relationship among claims, counterclaims, reasons and evidence in argumentative writing
W.8.1. Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style.	▪ writing can establish and maintain a formal style in argumentative writing ▪ there are various approaches and forms to establish and maintain a formal/academic style ▪ establish and maintain a formal style in argumentative writing
W.8.1. Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from and supports the argument presented.	▪ provide a concluding statement or section that follows from and supports the argument presented in argumentative writing
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.	▪ present claims and findings ▪ emphasize salient points in a focused, coherent manner with relevant evidence/sound valid reasoning/well-chosen details
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	▪ questions can be answered by conducting short research projects ▪ generate our own questions for short research projects ▪ conduct short research projects to answer a question, including questions we generated ▪ our questioning can generate multiple avenues of exploration
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	▪ use search terms correctly ▪ quote and paraphrase the data and conclusion of others ▪ avoid plagiarism and follow a standard format for citation

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W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 　B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	▪ evidence from the text can support analysis, reflection and research ▪ draw evidence from literary nonfiction to support analysis, reflection and research
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	▪ presentations can clarify information, strengthen claims and evidence, and add interest ▪ integrate multimedia and visual displays into presentations to clarify information, strengthen claims and add interest
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking ▪ verbs have several functions in the context of particular sentences ▪ explain the function of verbals (gerunds, participles, infinitives) in general ▪ explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.	▪ use an ellipsis to indicate an omission
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. 　B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	▪ use Greek/Latin root words and affixes to determine the meaning of word
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 　B. Use the relationship between particular words to better understand each of the words.	▪ use relationships between words to better understand each word