

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

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## *Grade 8 – Unit 3: Synthesizing Literature and Nonfiction*

### **Rationale**

Unit Three will emphasize the synthesis of information gleaned from multiple literary and informational texts. Students will analyze the structures and modes of organization that writers use to refine and develop concepts, and evaluate the medium used to convey them. In addition, students will evaluate how these structures contribute to meaning and style. The research standards introduced in Unit Two complement the argumentative and informative/explanatory standards in Unit Three, which are used to demonstrate how well students can explain how multiple texts present complementary or conflicting evidence, and how stylistic choices writers make contribute to meaning.

### *Grade 8 – Unit 3, Module A*

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<b>RL. 8.2.</b> 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"><li>▪ analyze the development of a theme over the course of a text</li></ul>
<b>RL.8.4.</b> 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"><li>▪ determine how word choice shows an analogy or allusion to another text</li><li>▪ determine how an analogy or allusion to another text affects the meaning or the tone of texts</li></ul>
<b>RL.8.5.</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"><li>▪ compare and contrast the structure of two or more texts</li><li>▪ analyze how different structure contributes to the meaning of the texts</li><li>▪ analyze how different structure contributes to the style of the texts</li><li>▪ text structures contribute to the meaning of the text</li><li>▪ text structures contribute to the style of the text</li><li>▪ authors make deliberate decisions about the structure of texts and that contributes to its overall meaning</li></ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.8.6.</b> 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.	<ul style="list-style-type: none"> <li>▪ determine points of view of characters, the audience, or reader</li> <li>▪ define and analyze the use of dramatic irony</li> <li>▪ analyze how point of view of the character creates effects in the text</li> <li>▪ analyze how the point of view of the reader/audience creates effects in the text</li> <li>▪ characters in the text, the audience, and the reader can have different points of view</li> <li>▪ different points of view create effects such as suspense or humor</li> </ul>
<b>RL.8.7.</b> Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	<ul style="list-style-type: none"> <li>▪ evaluate choices made by actors and directors</li> <li>▪ analyze how the film stays faithful to the text/script</li> <li>▪ analyze how the film departs from the text/script</li> <li>▪ actors and directors make deliberate decisions on how much they choose to stay faithful to or depart from the original text or script</li> </ul>
<b>RI.8.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> <li>▪ analyze how a text makes connections among individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</li> <li>▪ analyze how a text makes distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</li> </ul>
<b>RI.8.4.</b> 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.	<ul style="list-style-type: none"> <li>▪ analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts</li> </ul>
<b>RI.8.7.</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<ul style="list-style-type: none"> <li>▪ different mediums have advantages and disadvantages when presenting a particular topic or idea</li> <li>▪ evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea</li> <li>▪ evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea</li> </ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.8.8.</b> 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.	<ul style="list-style-type: none"> <li>▪ the reasonings of an argument should be sound</li> <li>▪ the evidence of an argument should be relevant and sufficient</li> <li>▪ authors may introduce irrelevant evidence in arguments</li> <li>▪ delineate the argument and specific claims in a text</li> <li>▪ evaluate the argument and specific claims in a text</li> <li>▪ assess whether the reasoning is sound and the evidence is relevant and sufficient</li> <li>▪ recognize when irrelevant evidence is introduced</li> </ul>
<b>RI.8.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none"> <li>▪ two or more texts can provide conflicting information on the same topic</li> <li>▪ texts can disagree on matters of fact or interpretation</li> <li>▪ analyze (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic</li> <li>▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic</li> <li>▪ identify where the texts disagree on matters of fact</li> <li>▪ identify where the texts disagree on matters of interpretation</li> </ul>
<b>SL.8.2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<ul style="list-style-type: none"> <li>▪ information in diverse media and formats can be analyzed</li> <li>▪ there are various motives for presenting information in diverse media and formats</li> <li>▪ analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)</li> <li>▪ evaluate the motives (e.g., social, commercial, political) behind its presentation</li> </ul>

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

## Grade 8 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>W.8.7.</b> 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.	<ul style="list-style-type: none"> <li>▪ short research projects can draw on several sources</li> <li>▪ draw on several sources</li> <li>▪ generate additional, related, focused questions that allow for multiple avenues of explorations</li> </ul>
<b>W.8.8.</b> 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.	<ul style="list-style-type: none"> <li>▪ print and digital sources are ways to gather relevant information</li> <li>▪ gather relevant information from multiple print and digital sources</li> <li>▪ assess the credibility and accuracy of each source</li> </ul>
<b>L.8.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<ul style="list-style-type: none"> <li>▪ form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood</li> </ul>
<b>L.8.4.</b> 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. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<ul style="list-style-type: none"> <li>▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital</li> </ul>
<b>L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<ul style="list-style-type: none"> <li>▪ distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute)</li> </ul>