

Main Criteria: Structure and Style for Students Year 3 Level B

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STATEMENT

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	E.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	D.	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Reading Domain

STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.

Poetry Week 20, p. 209-214

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT		(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	D.	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT
AREA /
STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT
AREA /
STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT		(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT
AREA /
STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT
AREA /
STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT AREA / STANDARD

Language Domain

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
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CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
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CONTENT AREA / STANDARD

Language Domain

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT STATEMENT	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.
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CONTENT AREA / STANDARD

Reading Domain

STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
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STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
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CONTENT AREA / STANDARD

Writing Domain

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.

Poetry Week 22, p. 221-226

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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CONTENT AREA / STANDARD

Reading Domain Anchor Statements

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CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Analyze the impact of specific word choices on meaning and tone.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.VI.8.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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CONTENT
STATEMENT

C.

Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
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STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
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STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT
STATEMENT

D.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.RW.8.7.	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.
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Response to Literature Week 23, p. 227-236

New Jersey Student Learning Standards**Language Arts**

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements****STRAND****Language: System and structure, effective use, and vocabulary****CONTENT
STATEMENT**

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements****STRAND****Reading: Text complexity and the growth of comprehension****CONTENT
STATEMENT**

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CONTENT
STATEMENT**

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT
STATEMENT**

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements****STRAND****Writing: Text types, responding to reading, and research****CONTENT
STATEMENT**

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT
STATEMENT**

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements****STRAND****Speaking and Listening: Flexible communication and collaboration****CONTENT
STATEMENT**

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
STATEMENT**

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
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CONTENT
STATEMENT

A.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CONTENT
AREA /
STANDARD

Language Domain

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT
STATEMENT

A.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT
STATEMENT

B.

Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

CONTENT
AREA /
STANDARD

Language Domain

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT
STATEMENT

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.

CONTENT
STATEMENT

B.

Analyze the impact of specific word choices on meaning and tone.

CONTENT
STATEMENT

E.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT
AREA /
STANDARD

Language Domain

STRAND	L.VI.8.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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CONTENT
STATEMENT

C.

Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT
AREA /
STANDARD

Reading Domain

STRAND	RL.CR.8. 1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
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STRAND

RL.CI.8.2.

Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.NW.8.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6.	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.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.

Timed Essay Week 24, p. 237-238

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.8.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6 .	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.
STRAND	W.RW.8.7.	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.

Unit 1: Note Making and Outlines Week 01, p. 9-16

New Jersey Student Learning Standards**Language Arts**

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements****STRAND****Language: System and structure, effective use, and vocabulary****CONTENT
STATEMENT**

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements****STRAND****Reading: Text complexity and the growth of comprehension****CONTENT
STATEMENT**

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CONTENT
STATEMENT**

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT
STATEMENT**

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements****STRAND****Speaking and Listening: Flexible communication and collaboration****CONTENT
STATEMENT**

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
STATEMENT**

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CONTENT
STATEMENT**

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT
AREA /
STANDARD****Language Domain****STRAND****L.KL.8.2.****Use knowledge of language and its conventions when writing, speaking, reading, or listening.****CONTENT
STATEMENT****A.**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**CONTENT
STATEMENT****B.**

Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.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.
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Unit 2: Writing from Notes Week 02, p. 17-32

New Jersey Student Learning Standards**Language Arts**

Grade 8 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.

Unit 3: Retelling Narrative Stories Week 03, p. 33-42

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		Language Domain

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Reading Domain
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.

Unit 3: Retelling Narrative Stories Week 04, p. 43-48

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.

Unit 4: Summarizing a Reference Week 05, p. 49-60

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VI.8.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STATEMENT	B.	Use the relationship between particular words to better understand each of the words.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.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.
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Unit 4: Summarizing a Reference Week 06, p. 61-72

New Jersey Student Learning Standards**Language Arts****Grade 8 - Adopted: 2023****CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Reading Domain
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
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STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PI.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.
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Unit 5: Writing from Pictures Week 07, p. 73-82

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.

CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PI.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.
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Unit 5: Writing from Pictures Week 08, p. 83-92

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	A.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PI.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.

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	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.
STRAND	W.SE.8.6.	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.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT
STATEMENT

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT
STATEMENT

A.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

CONTENT
STATEMENT

B.

Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT
STATEMENT

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.

CONTENT
STATEMENT

E.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
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STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
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STRAND	RI.CT.8.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.8.3 .	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	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.
STRAND	W.SE.8.6 .	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.
STRAND	W.RW.8.7.	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.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PI.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.
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Unit 7: Inventive Writing Week 11, p. 119-126**New Jersey Student Learning Standards****Language Arts****Grade 8 - Adopted: 2023****CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6.	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.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.

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New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.

CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	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.
STRAND	W.SE.8.6	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.
STRAND	W.RW.8.7.	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.

CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PI.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.
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New Jersey Student Learning Standards		
Language Arts		
Grade 8 - Adopted: 2023		

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	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.
STRAND	W.SE.8.6	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.
STRAND	W.RW.8.7.	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.

CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PI.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.
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New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD Language Domain Anchor Statements

STRAND Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT AREA / STANDARD Reading Domain Anchor Statements

STRAND Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD Writing Domain Anchor Statements

STRAND Writing: Text types, responding to reading, and research

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Reading Domain

STRAND	RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
STRAND	RI.CI.8.2.	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RI.IT.8.3.	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
STRAND	RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CONTENT AREA / STANDARD

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	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.
STRAND	W.SE.8.6.	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.
STRAND	W.RW.8.7.	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.

CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PI.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.
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New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT		(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.WR.8.5.	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.
STRAND	W.SE.8.6	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.
STRAND	W.RW.8.7.	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.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.PI.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.
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New Jersey Student Learning Standards		
Language Arts		
Grade 8 - Adopted: 2023		
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	Language Domain	
STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CONTENT STATEMENT	A.	Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STATEMENT	C.	Use appropriate to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STATEMENT	F.	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	C.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6	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.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.

New Jersey Student Learning Standards

Language Arts

Grade 8 - Adopted: 2023

CONTENT
AREA /
STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT
AREA /
STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT
STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT
AREA /
STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT
AREA /
STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STATEMENT		(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.SS.8.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
CONTENT STATEMENT	A.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.8.2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT	A.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
CONTENT STATEMENT	B.	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.8.3.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	E.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT AREA / STANDARD		Reading Domain
STRAND	RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
STRAND	RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STRAND	RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
STRAND	RL.PP.8.5.	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

STRAND	RL.CT.8.8.	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.8.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STATEMENT	B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CONTENT STATEMENT	D.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.8.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
STRAND	W.SE.8.6.	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.
STRAND	W.RW.8.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.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.