New Jersey English Language Arts

Grade 8

Language Domain	Language Domain
Demonstrate command of the system and structure of the English language when writing or speaking. L.SS.8.1	**A** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. L.SS.8.1.A
	B Form and use verbs in the active and passive voice. L.SS.8.1.B
	C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.SS.8.1.C
	D Recognize and correct inappropriate shifts in verb voice and mood. L.SS.8.1.D
	E Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.SS.8.1.E
	F Use an ellipsis to indicate an omission. L.SS.8.1.F
	G Recognize spelling conventions. L.SS.8.1.G
Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.KL.8.2	**A** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L.KL.8.2.A
	B Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. L.KL.8.2.B
	C Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L.KL.8.2.C
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. L.VL.8.3	**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. L.VL.8.3.A
	B Analyze the impact of specific word choices on meaning and tone. L.VL.8.3.B
	C Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.VL.8.3.C
	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. L.VL.8.3.D

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	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). L.VL.8.3.E
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.VI.8.4	**A** Interpret figures of speech (e.g., verbal irony, puns) in context. L.VI.8.4.A
	B Use the relationship between particular words to better understand each of the words. L.VI.8.4.B
	C Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. L.VI.8.4.C
	D Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). L.VI.8.4.D

Reading Domain	Reading Domain
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. RL.CR.8.1	**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. RL.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. RI.CR.8.1	**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. RI.CR.8.1
Determine a theme of a literary text and how it is co[illegible] pa[illegible] pr[illegible]	**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. RL.CI.8.2

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the text distinct from personal opinions or judgments. RL.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. RI.CI.8.2	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.** RI.CI.8.2
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. RL.IT.8.3	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.** RL.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. RI.IT.8.3	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.** RI.IT.8.3
Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its sty	4. **Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.** RL.TS.8.4

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Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure. RI.TS.8.4	4. **Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.** RI.TS.8.4
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). RL.PP.8.5	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).** RL.PP.8.5
Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. RI.PP.8.5	5. **Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.** RI.PP.8.5
Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each wo	6. **Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.** RL.MF.8.6

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Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. RI.MF.8.6	6. **Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.** RI.MF.8.6
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RI.AA.8.7	7. **Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.** RI.AA.8.7
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. RL.CT.8.8	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.** RL.CT.8.8
Analyze and reflect on (e.g., practical knowledge, his co ba Skip to main content	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.** RI.CT.8.8

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. RI.CT.8.8	
Writing Domain	**Writing Domain**
Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. W.AW.8.1	**A** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.AW.8.1.A
	B Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. W.AW.8.1.B
	C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.AW.8.1.C
	D Establish and maintain a formal or academic style, approach, and form. W.AW.8.1.D
	E Provide a concluding statement or section that follows from and supports the argument presented. W.AW.8.1.E
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. W.IW.8.2	**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. W.IW.8.2.A
	B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.IW.8.2.B
	C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.IW.8.2.C
	D Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic. W.IW.8.2.D
	E Establish and maintain a formal style/academic style, approach, and form. W.IW.8.2.E
	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. W.IW.8.2.F

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Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.NW.8.3	**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.** W.NW.8.3.A
	B **Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.** W.NW.8.3.B
	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.** W.NW.8.3.C
	D **Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.** W.NW.8.3.D
	E **Provide a conclusion that follows from and reflects on the narrated experiences or events.** W.NW.8.3.E
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. W.WP.8.4	**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.** W.WP.8.4
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. W.WR.8.5	**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.** W.WR.8.5
Gather relevant inf mu digital sources, using	**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**

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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. W.SE.8.6	paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.SE.8.6
Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.RW.8.7	7. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.RW.8.7
Speaking and Listening Domain	**Speaking and Listening Domain**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.PE.8.1	A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.PE.8.1.A B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.PE.8.1.B C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.PE.8.1.C D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.PE.8.1.D
Analyze the purpose of information presented in diverse media and formats (e.g., visually, qu an mo	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.II.8.2

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commercial, political) behind its presentation. SL.II.8.2

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.ES.8.3

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.ES.8.3

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. SL.PI.8.4

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. SL.PI.8.4

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.UM.8.5

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.UM.8.5

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.AS.8.6

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.AS.8.6