

## NJDOE MODEL CURRICULUM

CONTENT AREA: ELA	GRADE: 8	UNIT #: 4	UNIT NAME: Reading Literature/Writing Narrative
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite the textual evidence <b>that most strongly supports</b> an analysis of what the text says explicitly in <b>grade 8</b> text(s).	RL.8.1
2.	Cite the textual evidence <b>that most strongly supports</b> an analysis of inferences drawn from <b>grade 8</b> text(s).	RL.8.1
3.	Determine a theme or central idea of a text and analyze its development over the course of the text, <b>including its relationship to the characters, setting, and plot.</b>	RL.8.2
4.	Determine a theme or central idea of a text and provide an objective summary of the text.	RL.8.2
5.	Analyze how particular <b>lines of dialogue or incidents in a drama propel the action.</b>	RL.8.3
6.	Analyze how particular <b>lines of dialogue or incidents in a drama reveal aspects of a character.</b>	RL.8.3
7.	Analyze how particular <b>lines of dialogue or incidents in a drama provoke a decision.</b>	RL.8.3
8.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact <b>of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>	RL.8.4
9.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact <b>of specific word choices on meaning and tone.</b>	RL.8.4
10.	Determine the meaning of words and phrases as they are used in a text, including	RL.8.4

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	figurative and connotative meanings; analyze the impact of <b>specific word choices on analogies or allusions to other texts.</b>	
<b>11.</b>	<b>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</b>	<b>RL.8.5</b>
<b>12.</b>	Analyze how <b>differences in the points of view of the characters (e.g., created through the use of dramatic irony)</b> create such effects as suspense or humor in an 8 <sup>th</sup> grade text.	<b>RL.8.6</b>
<b>13.</b>	Analyze how <b>differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony)</b> create such effects as suspense or humor in an 8 <sup>th</sup> grade text.	<b>RL.8.6</b>
<b>14.</b>	<b>Analyze the extent to which a filmed or live production of a drama or script stays faithful to or departs from the text, evaluating the choices made by the director or actors.</b>	<b>RL.8.7</b>
<b>15.</b>	<b>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</b>	<b>RL.8.9</b>
<b>16.</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of <b>grade 8</b> text complexity band independently and proficiently.	<b>RL.8.10</b>
<b>17.</b>	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<b>W.8.3b.</b>
<b>18.</b>	<b>When writing narratives,</b> use precise words and phrases, and sensory language to capture the action and convey experiences and events.	<b>W.8.3d.</b>

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<b>19.</b>	When writing narratives, develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context <b>and point of view</b> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.8.3a.</b>
<b>20.</b>	<b>When writing narratives</b> , use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <b>and show the relationships among experiences and events.</b>	<b>W.8.3c</b>
<b>21.</b>	<b>When engaged in narrative writing</b> , provide a conclusion that follows from <b>and reflects on</b> the narrated experiences or events.	<b>W.8.3e.</b>
<b>22.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.8.4</b>
<b>23.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<b>W.8.5</b>
<b>24.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.	<b>W.8.5</b>
<b>25.</b>	Use technology, including the Internet, to produce and publish writing and <b>present the relationships between information and ideas efficiently</b> as well as to interact and collaborate with others.	<b>W.8.6</b>
<b>26.</b>	Conduct short research projects to answer a question ( <b>including a self-generated question</b> ), drawing on several sources and generating additional related, focused questions <b>that allow for multiple avenues of exploration.</b>	<b>W.8.7</b>

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<b>27.</b>	Draw evidence from literary texts to support analysis and reflection. Apply <b>grade 8 Reading standards</b> to literature (e.g., “ <b>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</b> ”).	<b>W.8.9a</b>
<b>28.</b>	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.8.10</b>
<b>29.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 8</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.	<b>SL.8.1</b>
<b>30.</b>	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.8.1a.</b>
<b>31.</b>	When participating in collaborative discussions, follow rules for collegial discussions <b>and decision making</b> , track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.8.1b.</b>
<b>32.</b>	Pose questions that <b>connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</b>	<b>SL.8.1c.</b>
<b>33.</b>	Acknowledge new information expressed by others and, when warranted, <b>qualify or justify their own views in light of the evidence presented.</b>	<b>SL.8.1d.</b>
<b>34.</b>	Analyze <b>the purpose of information</b> presented in diverse media and formats (e.g.,	<b>SL.8.2</b>

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	visually, quantitatively, orally) and <b>evaluate the motives (e.g., social, commercial, political) behind its presentation.</b>	
<b>35.</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with <b>relevant evidence, sound valid reasoning, and well-chosen details</b> ; use appropriate eye contact, adequate volume, and add interest.	<b>SL.8.4</b>
<b>36.</b>	Integrate multimedia and visual displays into presentations to clarify <b>information, strengthen claims and evidence, and add interest.</b>	<b>SL.8.5</b>
<b>37.</b>	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts <b>using 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).</b>	<b>SL.8.6; L.8.3</b>
<b>38.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of <b>verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</b>	<b>L.8.1a.</b>
<b>39.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: <b>form and use verbs in the active voice.</b>	<b>L.8.1b.</b>
<b>40.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>form and use verbs in the passive voice.</b>	<b>L.8.1b.</b>
<b>41.</b>	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood when speaking and writing.	<b>L.8.1c.</b>
<b>42.</b>	When speaking and writing, recognize and correct inappropriate shifts in verb voice and mood.	<b>L.8.1d.</b>

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43.	Demonstrate command of the conventions of standard English punctuation, when writing; <b>use punctuation (comma, ellipsis, dash) to indicate a pause or break.</b>	L.8.2a.
44.	<b>Use an ellipsis to indicate an omission.</b>	L.8.2b.
45.	Demonstrate command of the conventions of standard English to spell correctly.	L.8.2c.
46.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 8</b> reading and content, choosing flexibly from a range of strategies; 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.8.4a.
47.	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word ( <b>e.g., precede, recede, secede</b> ).	L.8.4b.
48.	Consult general and specialized 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; 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.8.4c.d.
49.	Demonstrate understanding of figurative language; interpret figures of speech ( <b>e.g. verbal irony, puns</b> ) in context.	L.8.5a.
50.	Demonstrate understanding of word relationships; use the relationship between particular words to better understand each of the words.	L.8.5b.
51.	Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) ( <b>e.g.,</b>	L.8.5c.

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	<i>bullheaded, willful, firm, persistent, resolute).</i>	
<b>52.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b>

Code #	Common Core State Standards
RL.8.1	Cite the textual evidence <b>that most strongly supports</b> an analysis of what the text says explicitly as well as inferences drawn from a text.
RL.8.2	Determine a theme or central idea of a text and <b>analyze its development over the course of the text, including its relationship to the characters, setting, and plot</b> ; provide an objective summary of the text.
RL.8.3	Analyze how particular <b>lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</b>
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <b>specific word choices on meaning and tone, including analogies or allusions to other texts.</b>
RL.8.5	<b>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</b>
RL.8.6	Analyze how <b>differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony)</b> create such effects as suspense or humor.
RL.8.7	<b>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the</b>

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	<b>text or script, evaluating the choices made by the director or actors.</b>
<b>RL.8.9</b>	<b>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</b>
<b>RL.8.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of <b>grades 6–8</b> text complexity band independently and proficiently.
<b>W.8.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <b>and show the relationships among experiences and events.</b></p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<b>W.8.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<b>W.8.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>W.8.6</b>	Use technology, including the Internet, to produce and publish writing and <b>present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</b>
<b>W.8.7</b>	Conduct short research projects to answer a question <b>(including a self-generated question)</b> , drawing on several sources and generating additional related, focused questions <b>that allow for multiple avenues of exploration.</b>
<b>W.8.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>W.8.9.b</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply <b>grade 8 Reading standards</b> to literary nonfiction (e.g., <b>“Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”</b> ).
<b>W.8.10</b>	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 discipline-specific tasks, purposes, and audiences.
<b>SL.8.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 8</b> topics, texts, and issues, building on others’ ideas and expressing their own clearly.  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.

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	<ul style="list-style-type: none"> <li>b. Follow rules for collegial discussions <b>and decision-making</b>, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions <b>that connect the ideas of several speakers</b> and respond to others' questions and comments with relevant <b>evidence</b>, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others and, when warranted, <b>qualify or justify their own views in light of the evidence presented.</b></li> </ul>
<b>SL.8.2</b>	Analyze the <b>purpose of information</b> presented in diverse media and formats (e.g., visually, quantitatively, orally)
<b>SL.8.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant <b>and evaluate the motives (e.g., social, commercial, political) behind its presentation</b> , evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and add interest.
<b>SL.8.5</b>	Integrate multimedia and visual displays into presentations to clarify <b>information, strengthen claims and evidence, and add interest.</b>
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.8.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of <b>verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</b></li> <li>b. <b>Form and use verbs in the active and passive voice.</b></li> <li>c. <b>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</b></li> <li>d. <b>Recognize and correct inappropriate shifts in verb voice and mood.</b></li> </ul>
<b>L.8.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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	<ul style="list-style-type: none"> <li>a. <b>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</b></li> <li>b. Spell correctly.</li> </ul>
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. <b>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).</b></li> </ul>
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (<b>e.g., precede, recede, secede</b>).</li> <li>c. Consult general and specialized 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.</li> <li>d. 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).</li> </ul>
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (<b>e.g., verbal irony, puns</b>) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (<b>e.g., bullheaded, willful, firm, persistent, resolute</b>).</li> </ul>

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<b>L.8.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		