DOCUMENT KEY: WALT (That) indicates a concep	Year at a Glance: ELA (Grade 8) Student Learning Obj t. WALT (To) indicates a skill.			, t						
			Un	it 1	Ur	nit 2	Un	it 3	Un	it 4
17	Focus - Explicit Instruction and Assessment		Introdu		Anal	yzing		esizing		ing and
Key	Revisited and Reinforced		Essential and Writ			ional Texts	Literati	ure and iction	Connect	ing with ation
	Not Addressed in the Unit			ing skins			NOIL	iction	Ivari	
NJSLS	SLO	Units	1A	1B	2A	2B	<b>3</b> A	3B	<b>4</b> A	4B
	READING LITERATURE									
	WALT cite textual evidence that most strongly supports analysis of what the text says explicitly.	1								
	WALT cite textual evidence that most strongly supports analysis of inferences drawn from the text.	1								
	WALT make relevant connections that most strongly support analysis of what the text says explicitly	1								
	WALT make relevant connections that most strongly support analysis of inferences drawn from the text.	1								
RL.8.1 Cite the textual evidence and make relevant connections that most	WALT citing is a specific way of quoting textual evidence (citations mention the source of quoted text).	1								
strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	WALT there are different types of connections.	1								
increaces drawn noin the text.	WALT there are explicit and implicit meanings that can be drawn from a text.	1								
	WALT relevant connections and text evidence are used to make inferences.	1								
	WALT analysis is based on inferences made from text evidence and relevant connections	1								
	WALT draw inferences from the text.	1								
	WALT pieces of textual evidence vary in strength and relevance.	1								
	WALT determine a theme/central idea.	1								
	WALT analyze the theme's relationship to character.	1								
	WALT analyze the theme's relationship to setting.	1								
RL.8.2	WALT analyze the theme's relationship to plot.	1								
Determine a theme or central idea of a text and analyze its	WALT provide an objective summary of the text.	1								
development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	WALT there is a difference between theme and central idea.	1								
text.	WALT themes have a relationship with characters, setting, and plot.	1								
	WALT authors develop a theme or central idea over the course of a text.	1								
	WALT summaries are objective and free from opinion or analysis.	1								
	WALT analyze the development of a theme over the course of a text.	3								
	WALT dialogue can propel the actions of a story, reveal aspects of a character,	1								
	incidents (specific events) propel the actions of a story, reveal aspects of a	1								
DI 93	WALT analyze how lines of dialogue propel action in the story.	1								
<b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or	WALT analyze how dialogue reveals aspects of a character.	1								
drama propel the action, reveal aspects of a character, or provoke a	WALT analyze how dialogue helps provoke a decision.	1								
decision.	WALT analyze how incidents in the story propel action.	1								
	WALT analyze how incidents in the story reveal aspects of a character.	1								
	WALT analyze how incidents in the story provoke a decision.	1								<u> </u>

DOCUMENT KEY: WALT (That) indicates a concep			Un		Un	it 2	Un			it 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Introdu Essential			yzing	Synthe Literati		Reflect Connect	
	Not Addressed in the Unit		and Writ		Informati	onal Texts		iction		ation
NJSLS	SLO	Units	1A	1B	2A	2B	<b>3</b> A	3B	4A	<b>4</b> B
	WALT determine the meaning of words and phrases as used in a text.	1								
	WALT determine the meaning of figurative language and connotative language	1								
	WALT analyze the impact of word choice on meaning and tone.	1								
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	WALT words have figurative and connotative meanings.	1								
specific word choices on meaning and tone, including analogies or allusions to other texts.	WALT specific word choices in a text has an impact on meaning and tone.	1								
	WALT analogies and allusions to other texts affect meaning and tone.	1								
	WALT determine how word choice shows an analogy or allusion to another text	3								
	WALT determine how an analogy or allusion to another text affects the meaning	3								
	WALT compare and contrast the structure of two or more texts.	3								
	WALT analyze how different structure contributes to the meaning of the texts.	3								
RL.8.5	WALT analyze how different structure contributes to the style of the texts.	3								
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and	WALT text structures contribute to the meaning of the text.	3								
style.	WALT text structures contribute to the style of the text.	3								
	WALT authors make deliberate decisions about the structure of texts and that contributes to its overall meaning.	3								
	WALT determine points of view of characters, the audience, or reader	2, 3								
	WALT define and analyze the use of dramatic irony.	2, 3								
<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the	WALT analyze how point of view of the characters creates effects in the text.	2, 3								
audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	WALT analyze how point of view of the reader/audience creates effects in the text.	2, 3								
	WALT characters in the text, the audience, and the reader can have different points of	2, 3								
	WALT different points of view create effects such as suspense or humor.	2, 3								
	WALT evaluate choices made by actors and directors.	3								
RL.8.7	WALT analyze how the film stays faithful to the text/script.	3								
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular	WALT analyze how the film departs from the text/script.	3								
topic or idea.	WALT actors and directors make deliberate decisions on how much they choose to stay faithful to or depart from the original text or script.	3								
<b>RL.8.8</b> (Not applicable to literature )	Not applicable.	N/A								

OOCUMENT KEY: WALT (That) indicates a concep	t. WALI (10) INDICATES A SKIII.		Ur	it 1		nit 2	Un	it 3	Un	nit 4
	Focus - Explicit Instruction and Assessment		Introdu	ction to	UI	iit 2	Synthe	visiana	Dofloat	ting and
Key	Revisited and Reinforced			Reading		yzing	Literati		Connect	
	Not Addressed in the Unit		and Wri	ing Skills	Informat	ional Texts	Nonf	iction	Narı	ration
NJSLS	SLO	Units	1A	1B	2A	2B	<b>3</b> A	3B	4A	<b>4</b> B
<b>RL.8.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural	WALT modern works create new meaning by drawing on older texts.	4								
context, and background knowledge) 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.	WALT analyze and reflect on 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.	4								
<b>RL.10</b> By the end of the year read and comprehend literature, including	WALT read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above.	1								
stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	WALT texts differ in complexity.	1								
	READING INFORMATIONAL TEXT									
	WALT pieces of textual evidence vary in strength and relevance.	2								
RI.8.1	WALT cite text evidence that most strongly supports an analysis of what the text	2								
Cite the textual evidence and make relevant connections that most	WALT cite text evidence that most strongly supports an analysis of inferences	2								
trongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	WALT make relevant connections that most strongly supports analysis of what	2								
	WALT make relevant connections that most strongly supports analysis of what	2								
	WALT a central idea is developed over the course of a text.	2								
DI 9.2	WALT a central idea is developed through its relationship to supporting ideas.	2								
RI.8.2 Determine a central idea of a text and analyze its development over the	WALT determine a central idea of a text.	2								
course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	WALT analyze [a central idea's] development over the course of the text, including its relationship to supporting ideas.	2								
	WALT provide an objective summary of the text.	2								
	WALT a text makes connections among individuals, ideas, and events through	2	•			/		•		
RI.8.3	WALT a text makes distinctions among individuals, ideas, or events through	2								
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons,	WALT analyze how a text makes connections among individuals, ideas, or events (e.g.,	4								
analogies, or categories).	WALT how a text makes distinctions between individuals, ideas, or events (e.g., through	4								
			, 1			· · · · ·		, 		1
	WALT words have figurative, connotative, and technical meanings.	2								
RI.8.4	WALT word choices affect meaning and tone.	2								
	WALT analogies and allusions to other texts affect meaning and tone.	2								
impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	WALT determine the meaning of words/phrases as they are used in a text, including figurative, connotative, and technical meanings.	2								
	WALT analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts.	2, 3, 4								

DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.		Ur	uit 1			Un	it 3	Un	it 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Essentia	ction to Reading	Anal	it 2 yzing onal Texts	Synth Literat	ure and	Reflect Connect	ing with
	Not Addressed in the Unit		and Wri	ting Skills			Noni	iction	Narr	ation
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
	WALT authors can use different structures for different paragraphs in a text.	2								1
RI.8.5 analyze the structure an author uses to organize a specific paragraph in	WALT authors can craft specific sentences in a paragraph to develop and refine a key concept.	2								
a text, including the role of particular sentences, to develop and to refine a key concept.	WALT analyze the structure an author uses to organize a paragraph in a text.	2								
	WALT identify the role of particular sentences to develop and refine concepts.	2								
DI 9.7	WALT different mediums have advantages and disadvantages when presenting a particular topic or idea.	3								
<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular	WALT evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea.	3								
topic or idea.	WALT evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea.	3								
	WALT the reasonings of an argument should be sound.	3								
	WALT the evidence of an argument should be relevant and sufficient.	3								
RI.8.8	WALT authors may introduce irrelevant evidence in arguments.	3								
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant	WALT delineate the argument and specific claims in a text.	3								
and sufficient; recognize when irrelevant evidence is introduced.	WALT evaluate the argument and specific claims in a text.	3								
	WALT assess whether the reasoning is sound and the evidence is relevant and sufficient.	3								
	WALT recognize when irrelevant evidence is introduced.	3								
	WALT two or more texts can provide conflicting information on the same topic.	3, 4								
	WALT texts can disagree on matters of fact or interpretation.	3,4								
RI.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural	WALT analyze (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic	3, 4								
context, and background knowledge) two or more texts that provide onflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	WALT reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic.	3, 4								
	WALT identify where the texts disagree on matters of fact.	3,4								
	WALT identify where the texts disagree on matters of interpretation.	3, 4								
<b>R1.8.10</b> y the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	WALT read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.	2								

DOCUMENT KEY: WALT (That) indicates a concep	Year at a Glance: ELA (Grade 8) Student Learning Obj	cenves		cu by c						
DOCUMENT RET. WALL (That) multates a concep	t. WALT (10) multates a skin.		Un	nit 1	Un	nit 2	Un	it 3	Un	it 4
	Focus - Explicit Instruction and Assessment		Introdu	ection to	A 1		Synthe	esizing	Reflect	ing and
Key	Revisited and Reinforced			Reading		yzing ional Texts	Literat		Connect	
	Not Addressed in the Unit		and Writ	ting Skills			Nonf	iction	Narr	ation
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	<b>4</b> B
	WRITING									
W 0.1	WALT arguments and claims need to be supported by clear reasoning and relevant.	2								
W.8.1 Write arguments to support claims with clear reasons and	WALT introduce claim(s) in argumentative writing.	2								
relevant evidence. A. Introduce claim(s), acknowledge and distinguish the	WALT distinguishing claims explain how they are different from each other.	2								
claim(s) from alternate or opposing claims, and organize the	WALT acknowledge and distinguish claim(s) from alternate and opposing claims	2								
reasons and evidence logically.	WALT organize reasons and evidence logically in argumentative writing.	2								
	WALT support claims with clear reasons and relevant evidence in argumentative	2								
W.8.1 Write arguments to support claims with clear reasons and relevant	writing. WALT support claims with logical reason and relevant evidence in argumentative	2								
evidence. B. Support claim(s) with logical reasoning and relevant evidence, using	writing. WALT use accurate and credible sources in argumentative writing.	2								
accurate, credible sources and demonstrating an understanding of the topic or text.	WALT demonstrate an understanding of the topic or text in argumentative writing.	2								
$W. \ 8.1$ Write arguments to support claims with clear reasons and relevant	WALT use words, phrases and clauses to create cohesion in argumentative writing.	2								
evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	WALT clarify the relationship among claims, counterclaims, reasons and evidence in argumentative writing.	2								
	WALT writing can establish and maintain a formal style in argumentative writing.	2								
W. 8.1 Write arguments to support claims with clear reasons and relevant evidence.	WALT there are various approaches and forms to establish and maintain a formal/academic style.	2								
D. Establish and maintain a formal style.	WALT establish and maintain a formal style in argumentative writing.	2								
W. 8.1 Write arguments to support claims with clear reasons and relevant evidence. E. Provide a conclusing statement or section that follows from and supports the argument presented.	WALT provide a concluding statement or section that follows from and supports the argument presented in argumentative writing.	2								
W. 8.2 Write informative/explanatory texts to examine a topic and convey	WALT informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	1								
ideas, concepts, and information through the selection, organization, and analysis of relevant content.	WALT write informative/explanatory texts to examine a topic by selecting, WALT write informative/explanatory texts to convey ideas, concepts, and	1								
									I	
W.8.2 Write informative/explanatory texts to examine a topic and	WALT informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc.	1								
convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	WALT introduce a topic and organize ideas, concepts and information using text	1								
A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification	WALT informative/explanatory writing has text features, e.g., headings, graphics,	1								

	Year at a Glance: ELA (Grade 8) Student Learning Obj	ectives	Cluster	eu by t					-	
OOCUMENT KEY: WALT (That) indicates a conce	ot. WALI (10) indicates a skill.		Uı	nit 1		nit 2	Un	it 3	Un	nit 4
	Focus - Explicit Instruction and Assessment		Introdu	ction to			Synth	esizing	Reflect	ing and
Key	Revisited and Reinforced		Essentia	Reading		lyzing ional Texts	Literat	ure and		ting with
	Not Addressed in the Unit		and Wri	ting Skills	intormat	ionai rexts	Noni	iction	Nari	ration
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	<b>4</b> B
using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g.,	WALT use text structures to organize ideas, concepts, and information in	1							1	
headings, graphics, and multimedia).	WALT use text features to organize ideas, concepts, and information in	1								
W.8.2 Write informative/explanatory texts to examine a topic and convey	WALT in informative/explanatory text, the topic can be developed with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples.	1								
ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	WALT develop the topic with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text.	1								
	WALT appropriate transitions can create cohesion and clarify the relationship of	1							1	
W.8.2 Write informative/explanatory texts to examine a topic and convey	WALT transitions can be varied.	1								
<ul> <li>ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>Use appropriate and varied transitions to create cohesion and clarify</li> </ul>	WALT use appropriate and varied transitions to create cohesion in informative/explanatory text.	1								
the relationships among ideas and concepts.	WALT use appropriate and varied transitions to clarify the relationships among	1								
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,	WALT use precise language to inform about or explain the topic in informative/explanatory text.	1								
and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	WALT use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text.	1								
W.8.2	WALT establish and maintain a formal/academic style, approach, and form in	1				1			1	
*****		-	I							
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,	WALT provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text.	1								
and analysis of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	WALT provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text.	1								
	WALT narratives develop real or imagined experiences or events.	4								
	WALT narratives use effective technique, relevant descriptive details, and well- structured event sequences.	4								
W. 8.3 Write narratives to develop real or imagined experiences or events	WALT write narratives to develop real or imagined experiences or events.	4								
using effective technique, relevant descriptive details, and well- structured event sequences.	WALT use effective technique to create a narrative.	4								
	WALT use relevant descriptive details to create a narrative.	4								
	WALT use well-structured event sequences to create a narrative.	4								

DOCUMENT KEY: WALT (That) indicates a concep	Year at a Glance: ELA (Grade 8) Student Learning Obj t. WALT (To) indicates a skill.			`						
	Focus - Explicit Instruction and Assessment			it 1 ction to	Un	nit 2		it 3	Un Reflecti	
Key	Revisited and Reinforced			Reading		yzing	Synthe Literat		Connect	
	Not Addressed in the Unit		and Writ	ing Skills	Informati	ional Texts	Nonf	iction	Narr	ation
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	<b>4</b> B
W. 8.3	WALT engage and orient the reader by establishing a context and point of view in narrative writing.	4								
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- tt sequences.	WALT introduce a narrator and/or characters in narrative writing.	4								
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.	WALT engage and orient the reader by establishing a context and point of view in narrative writing.	4								
W. 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-	WALT there are different narrative techniques, e.g., dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	4								
<ul> <li>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> </ul>	WALT use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing.	4								
W. 8.3	WALT transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing.	4								
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-	WALT transition words, phrases, and clauses show the relationship among experiences and events in narrative writing.	4								
nt sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and	WALT use a variety of transition words, phrases, and clauses to convey sequence.	4								
show the relationships among experiences and events.	WALT use a variety of transition words, phrases, and clauses to show the relationships among experiences and events in narrative writing.	4								
W. 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	WALT use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events in narrative writing.	4								
W. 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- t sequences. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.	WALT provide a conclusion that follows from and reflects on the narrated experiences or events.	4								
	WALT development, organization, voice and style produce clear and coherent writing.	1								
W. 8.4	WALT organize writing that is appropriate to task, purpose and audience.	1								
Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and	WALT develop writing that is appropriate to task, purpose and audience.	1								
audience.	WALT produce clear and coherent writing with a voice that is appropriate to task, purpose and audience.	1								

OCUMENT KEY: WALT (That) indicates a concep	ot. WALT (To) indicates a skill.		U.	nit 1			Us	it 3	L.	it 4
			-		Ur	nit 2				
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced			ction to Reading		yzing	Synthe Literat	esizing ure and		ing and ing with
	Not Addressed in the Unit			ting Skills	Informat	ional Texts		iction		ation
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	<b>4</b> B
	WALT produce clear and coherent writing with a style that is appropriate to task, purpose and audience.	1								
	WALT guidance and support from peers and adults help strengthen and develop writing.	1								
	WALT writing has a purpose and an intended audience.	1								
	WALT purpose and audience are important to writing.	1								
NY 0.5	WALT with some guidance and support from peers and adults, develop and strengthen writing by planning.	1								
W. 8.5 With some guidance and support from peers and adults, develop and trengthen writing as needed by planning, revising, editing, rewriting,	WALT with some guidance and support from peers and adults, develop and strengthen writing by revising.	1								
r trying a new approach, focusing on how well purpose and audience have been addressed.	WALT with some guidance and support from peers and adults, develop and strengthen writing by editing.	1								
	WALT with some guidance and support from peers and adults, develop and strengthen writing by rewriting.	1								
	WALT with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach.	1								
	WALT with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed	1								
	WALT the internet and technology can be used to publish and produce writing.	1								
W. 8.6	WALT use technology, including the internet, to produce and publish writing.	1								
Jse technology, including the Internet, to produce and publish writing nd present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	WALT use technology to interact and collaborate with others to produce and publish writing.	1								
	WALT use technology, including the internet, to present the relationship between information and ideas efficiently.	1								
	WALT short research projects can draw on several sources.	3								
	WALT generate additional, related, focused questions that allow for multiple avenues of explorations.	3								
W. 8.7 Conduct short research projects to answer a question (including a self-	WALT questions can be answered by conducting short research projects.	2								
generated question), drawing on several sources and generating dditional related, focused questions that allow for multiple avenues of	WALT generate our own questions for short research projects	2								
exploration.	WALT conduct short research projects to answer a question, including questions we generated.	2								
	WALT our questioning can generate multiple avenues of explorations.	2								
	WALT print and digital sources are ways to gather relevant information.	3								
	WALT gather relevant information from multiple print and digital sources.	3								

DOCUMENT KEY: WALT (That) indicates a concep	Year at a Glance: ELA (Grade 8) Student Learning Ob	iccuves		cu by c						
			Un	it 1	Un	nit 2	Un	it 3	Un	it 4
	Focus - Explicit Instruction and Assessment		Introdu	ction to	41		Synthe	esizing	Reflecti	ing and
Key	Revisited and Reinforced			Reading ing Skills		yzing ional Texts	Literat	ure and iction	Connect	ing with ation
	Not Addressed in the Unit			ing Skins			INUILI		INALL	
NJSLS	SLO	Units	1A	1B	2A	2B	<b>3</b> A	3B	4A	<b>4B</b>
W. 8.8 Gather relevant information from multiple print and digital sources,	WALT assess the credibility and accuracy of each source.	3								
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.	WALT use search terms correctly.	2								
while avoiding plagrarism and following a standard format for citation.	WALT quote and paraphrase the data and conclusion of others.	2								
	WALT avoid plagiarism and follow a standard format for citation.	2								
W. 8.9	WALT evidence from the text can support analysis, reflection and research.	1, 2								
Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text,	WALT draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing.	1								
assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	WALT draw evidence from literary nonfiction to support analysis, reflection, and research.	2								
W. 8.10	WALT writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences	1								
Write routinely over extended time frames (time for research, effection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	WALT write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline-specific tasks, purposes, and audiences.	1								
specific tasks, purposes, and audiences.	WALT write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	1								
	SPEAKING AND LISTENING			•				•	•	•
SL.8.1	WALT building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions.	1								
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	WALT engage effectively in a range of discussions, such as one-on-one, in- groups, and teacher-led.	1								
clearly.	WALT 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 lissues.	1								
	WALT being prepared by researching the material helps us engage in effective	1							1	
SL.8.1	WALT build on others' ideas.	1								
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics,	WALT express our own [ideas] clearly.	1								
texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material	WALT come to discussions prepared by reading or researching materials.	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.	WALT explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue.	1								
	WALT probe and reflect on ideas under discussion.	1								

DOCUMENT KEY: WALT (That) indicates a concep	Year at a Glance: ELA (Grade 8) Student Learning Ob t. WALT (To) indicates a skill.			, t						
	Focus - Explicit Instruction and Assessment		Un Introdu		Un	nit 2		it 3		it 4 ing and
Key	Revisited and Reinforced		Essential			yzing	Synthe Literati		Connect	
	Not Addressed in the Unit		and Writ	ing Skills	Informati	ional Texts	Nonf	iction		ation
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	<b>4</b> B
SL.8.1 ingage effectively in a range of collaborative discussions (one-on-one,	WALT having rules for decision-making, helps us engage in collaborative discussions.	1								
in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	WALT follow rules for decision-making.	1								
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	WALT track progress toward specific goals and deadlines.	1								
SL.8.1 ngage effectively in a range of collaborative discussions (one-on-one,	WALT posing questions that connect other speakers' ideas help engage in collaborative discussions.	1								
in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. C. Pose questions that connect the ideas of several speakers and	WALT pose questions that connect the ideas of several speakers.	1								
c. rose questions mat connect the idea of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	WALT respond to others' questions and comments with relevant evidence.	1								
SL.8.1 ngage 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	WALT acknowledging new information expressed by others and, when warranted, qualifying or justifying our own views in light of the evidence presented helps us engage in collaborative discussion.	1								
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	WALT qualify or justify our own views in light of the evidence presented.	1								
					r				T	
	WALT information in diverse media and formats can be analyzed.	3								
SL.8.2	WALT there are various motives for presenting information in diverse media and formats.	3								
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.	WALT analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).	3								
	WALT evaluate the motives (e.g., social, commercial, political) behind its presentation.	3								
		2							1	1
	WALT reasons and evidence need to be sound and relevant WALT a speaker may have irrelevant evidence for arguments and claims	2								
SL.8.3										
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the	WALT delineate a speaker's argument and specific claims	2								
evidence and identifying when irrelevant evidence is introduced.	WALT evaluate the soundness of the reasoning and relevance and sufficiency of the evidence.	2								
	WALT identify when irrelevant evidence is introduced.	2								
	WALT claims and findings should be presented with relevant evidence, sound valid reasoning, and well-chosen details.	1								

DOCUMENT KEY: WALT (That) indicates a concep	Year at a Glance: ELA (Grade 8) Student Learning Obj			cu by c					-	
DOCUMENT KET: WALT (That) Indicates a concep			Un	nit 1	Ur	nit 2	Un	it 3	Un	it 4
	Focus - Explicit Instruction and Assessment		Introdu	iction to		•	Synthe	esizing	Reflecti	ng and
Key	Revisited and Reinforced			l Reading ting Skills		yzing ional Texts	Literati	ure and iction	Connect Narr	
	Not Addressed in the Unit	<u> </u>		ung okins					11411	
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	4A	4B
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and	WALT use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	1								
well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	WALT present claims and findings	2								
	WALT emphasize salient point in a focused, coherent manner with relevant evidence/sound valid reasoning/well-chosen details	2								
SL.8.5	WALT presentations can clarify information, strengthen claims and evidence, and add interest.	2								
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	WALT integrate multimedia and visual displays into presentations to clarify information, strengthen claims and add interest.	2								
SL.8.6	WALT adapt speech to a variety of contexts and tasks.	1								
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	WALT demonstrate command of formal English when indicated or appropriate.	1								
	LANGUAGE									
	WALT demonstrate command of the conventions of standard English grammar	2								
L.8.1 Demonstrate command of the conventions of standard English	WALT verbs have several functions in the context of particular sentences.	2								
grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	WALT explain the function of verbals (gerunds, participles, infinitives) in general.	2								
general and their function in particular solutiones.	WALT explain the function of verbals (gerunds, participles, infinitives) in the context of	2								
	WALT demonstrate command of the conventions of standard English grammar	1								
L.8.1	WALT verbs can be used in passive or active voice.	1								
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	WALT form and use verbs in active voice.	1								
B. Form and use verbs in the active and passive voice.	WALT form and use verbs in passive voice.	1								
L.8.1	WALT form and use verbs in the indicative, imperative, interrogative, conditional, and	3								
L.8.1	WALT recognize and correct inappropriate shifts in verb voice and mood.	4								
<b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.	WALT use an ellipsis to indicate an omission.	2								
	WALT verbs in the active and passive voice can emphasize the actor or the action.	1								
	WALT verbs in the conditional or subjunctive mood can express uncertain or	1								
			1			1		1	1	

DOCUMENT KEY: WALT (That) indicates a concep	Year at a Glance: ELA (Grade 8) Student Learning Obj	cenves		<u>cu by c</u>						
			Un	nit 1	Un	nit 2	Un	it 3	Un	it 4
<b>V</b>	Focus - Explicit Instruction and Assessment			ction to	Anal	yzing	Synthe		Reflect	
Key	Revisited and Reinforced			Reading		ional Texts	Literati	re and iction	Connect	ing with ation
	Not Addressed in the Unit			ung okins						ation
NJSLS	SLO	Units	1A	1B	2A	2B	<b>3</b> A	3B	4A	<b>4B</b>
Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and	WALT use knowledge of language and its conventions when speaking.	1								
subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	WALT use knowledge of language and its conventions when reading.	1								
to fact).	WALT use knowledge of language and its conventions when listening.	1								
	WALT use verbs in the active and passive voice in the conditional mood to	1								
	WALT use verbs in the active and passive voice in the subjunctive mood to	1								
L.8.4	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.	1						-		
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing	WALT the meaning of unknown or multiple-meaning words can be determined	1								
flexibly from a range of strategies.	WALT determine or clarify the meaning of unknown and multiple-meaning words and	1								
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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.	WALT 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	1								
<ul> <li>L.8.4</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> <li>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> </ul>	WALT use Greek/Latin root words and affixes to determine the meaning of word.	2								
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	WALT consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital	3								
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing	WALT determine or clarify its precise meaining or its part of speech.	4								
flexibly from a range of strategies. 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).	WALT 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.	4								
L.8.5 Demonstrate understanding of figurative language, word relationships,	WALT words carry different meanings depending on how they are used.	1								

Year at a Glance: ELA (Grade 8) Student Learning Objectives Clustered by Unit										
DOCUMENT KEY: WALT (That) indicates a concep	ot. WALT (To) indicates a skill.		Unit 1 Introduction to Essential Reading and Writing Skills		Unit 2		Unit 3		Unit 4	
Key	Focus - Explicit Instruction and Assessment				Analyzing Informational Texts		Synthesizing Literature and Nonfiction		Reflecting and Connecting with Narration	
	Revisited and Reinforced Not Addressed in the Unit									
NJSLS	SLO	Units	1A	1B	2A	2B	3A	3B	<b>4</b> A	4B
and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context.	WALT interpret figures of speech (e.g. verbal irony, puns) in context.	1								
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words to better understand each of the words.	WALT use relationships between words to better understand each word.	2								
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	WALT distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute.	3								