



## Grade 8: New Jersey Student Learning Standards for English Language Arts – Prerequisite Concepts and Skills

### Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards.

The standards are organized by strand: Reading Literature Text, Reading Informational Text, Writing, Speaking and Listening, and Language. The tables are each divided into two columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year follow the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards.

Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example **\*Distinguish long from short vowel sounds in spoken single-syllable words\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

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*Reading Literature Text*

<b>Focus Standards and Student Learning Objectives</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<p>RL. 8.1. Cite the textual evidence and make relevant connections that <b>*most strongly supports*</b> an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*pieces of textual evidence vary in strength and relevance*</b></li> <li>▪ <b>*cite textual evidence that most strongly supports analysis of what the text says explicitly*</b></li> <li>▪ <b>*make relevant connections that most strongly support analysis of inferences drawn from the text*</b></li> <li>▪ <b>*cite textual evidence that most strongly supports analysis of inferences drawn from the text*</b></li> <li>▪ <b>*make relevant connections that most strongly support analysis of what the text says explicitly*</b></li> <li>▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text)</li> <li>▪ there are different types of connections</li> <li>▪ there are explicit and implicit</li> </ul>	<p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*multiple pieces of text evidence should be used to support analysis*</b></li> <li>▪ <b>*cite several pieces of textual evidence to support analysis of what the text says explicitly*</b></li> <li>▪ <b>*cite several pieces of textual evidence to support analysis of inferences drawn from the text*</b></li> <li>▪ there are explicit and implicit meanings that can be drawn from a text</li> <li>▪ relevant connections and text evidence are used to make inferences</li> <li>▪ there are different types of connections</li> <li>▪ analysis is based on inferences made from text evidence and relevant connections</li> </ul>	<p>RL. 8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>meanings that can be drawn from a text</p> <ul style="list-style-type: none"> <li>▪ relevant connections and text evidence are used to make inferences</li> <li>▪ analysis is based on inferences made from text evidence and relevant connections</li> <li>▪ draw inferences from the text</li> </ul>	<ul style="list-style-type: none"> <li>▪ citing is a specific way of including textual evidence (citations mention the source of quoted text)</li> <li>▪ make relevant connections to support analysis of what the text says explicitly</li> <li>▪ make relevant connections to support analysis of inferences drawn from the text</li> </ul>	
<p>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 specific word choices on meaning and tone, <b>*including analogies or allusions to other texts.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*analogies and allusions to other texts affect meaning and tone*</b></li> <li>▪ <b>*determine how an analogy or allusion to another text affects the meaning or the tone of texts*</b></li> <li>▪ <b>*determine how word choice shows an analogy or allusion to another text*</b></li> <li>▪ words have figurative and connotative meanings.</li> </ul>	<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*analyze impact of rhymes and other repetitions of sounds on specific verse or stanza*</b></li> <li>▪ <b>*analyze impact of rhymes and other repetitions of sounds on a section of a story*</b></li> <li>▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem</li> </ul>	n/a

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ specific word choices in a text has an impact on meaning and tone</li> <li>▪ determine the meaning of words and phrases as used in a text</li> <li>▪ determine the meaning of figurative language and connotative language as used in a text</li> <li>▪ analyze the impact of word choice on meaning and tone</li> </ul>	<ul style="list-style-type: none"> <li>▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama</li> <li>▪ words have figurative and connotative meanings</li> <li>▪ determine meaning of words and phrases as used in a text</li> <li>▪ determine the meaning of figurative language and connotative language as used in a text</li> </ul>	
<p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ texts differ in complexity.</li> <li>▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above.</li> </ul>	<p>RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ texts differ in complexity.</li> <li>▪ read and comprehend literature at grade-level text-complexity, with scaffolding as needed.</li> </ul>	<p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL.8.1. 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 clearly.</p>

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### *Reading Informational Text*

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.8.1. Cite the textual evidence and make relevant connections that <b>*most strongly supports*</b> an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*pieces of textual evidence vary in strength and relevance*</b></li> <li>▪ cite text evidence that most strongly supports an analysis of what the text says explicitly</li> <li>▪ cite text evidence that most strongly supports an analysis of inferences drawn from the text</li> <li>▪ make relevant connections that most strongly supports analysis of what the text says explicitly</li> <li>▪ make relevant connections that most strongly supports analysis of inferences drawn from the text</li> </ul>	<p>RI.7.1. Cite the textual evidence and make relevant connections that to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*cite several pieces of textual evidence to support analysis of what the text says explicitly*</b></li> <li>▪ <b>*cite several pieces of textual evidence to support analysis of inferences drawn from the text*</b></li> <li>▪ inferences from the text must be supported by evidence in order to strengthen the analysis</li> <li>▪ making relevant connections can be used to support analysis of the text</li> <li>▪ make relevant connections to support analysis of what the text says explicitly</li> <li>▪ make relevant connections to support analysis of inferences drawn from the text</li> </ul>	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">B. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, <b>*including analogies or allusions to other texts.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*analogies and allusions to other texts affect meaning and tone*</b></li> <li>▪ <b>*analyze the impact of specific word choice on meaning/tone, including analogies or allusions to other texts*</b></li> <li>▪ words and phrases have figurative, connotative, and technical meanings</li> <li>▪ word choices affect meaning and tone</li> <li>▪ determine figurative, connotative, and technical meaning of words in a text</li> </ul>	<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*word choices affect meaning and tone*</b></li> <li>▪ <b>*analyze impact of specific word choice on meaning and tone*</b></li> <li>▪ words and phrases have figurative, connotative and technical meanings</li> <li>▪ determine meaning of words and phrases in a text</li> <li>▪ determine figurative, connotative, and technical meaning of words in a text</li> </ul>	n/a
<p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts</p>	<p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more</p>	n/a

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>that <b>*provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>two or more texts can provide conflicting information on the same topic*</b></li> <li>▪ <b>*identify where two or more texts disagree on matters of fact*</b></li> <li>▪ <b>*identify where two or more texts disagree on matters of interpretation*</b></li> <li>▪ Analyze and reflect (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic</li> </ul>	<p>authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*two or more authors can interpret events differently*</b></li> <li>▪ <b>*authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts*</b></li> <li>▪ <b>*evidence helps shape interpretation of a topic*</b></li> <li>▪ analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts</li> </ul>	
<p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>RI.7.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>n/a</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed</li> </ul>	<p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed</li> </ul>	

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*Writing*

<b>Focus Standards and Student Learning Objectives</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<p>W.8.8. 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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ print and digital sources are ways to gather relevant information.</li> <li>▪ gather relevant information from multiple print and digital sources.</li> <li>▪ use search terms correctly.</li> <li>▪ assess the credibility and accuracy of each source.</li> <li>▪ quote and paraphrase the data and conclusion of others</li> <li>▪ avoid plagiarism and follow a standard format for citation</li> </ul>	<p>W.7.8. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ print and digital sources are ways to gather relevant information</li> <li>▪ gather relevant information from multiple print and digital sources</li> <li>▪ use search terms correctly</li> <li>▪ assess the credibility and accuracy of each source</li> <li>▪ quote and paraphrase the data and conclusion of others</li> <li>▪ avoid plagiarism and follow a standard format for citation</li> </ul>	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>SL.8.3. 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.</p> <p>SL.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.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).</p> <p>B. Apply <i>*grade 8* Reading standards</i> to literary nonfiction (e.g., “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”).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ evidence from literary or informational texts support analysis, reflection and research</li> </ul>	<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>*grade 7* Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ evidence from literary or informational texts support analysis, reflection and research</li> <li>▪ draw evidence from literary text to support analysis, reflection, and</li> </ul>	n/a

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing.</li> <li>▪ draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing</li> </ul>	<p>research by applying literary reading standards to writing.</p> <ul style="list-style-type: none"> <li>▪ draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing.</li> </ul>	

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### *Speaking and Listening*

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>SL.8.1. 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.</p> <p>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.</p> <p>B. Follow rules for collegial discussions <b>*and decision-making,*</b> track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that <b>*connect the ideas of several speakers*</b> and respond to others’ questions and comments with relevant <b>*evidence,*</b> observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, <b>*qualify or justify their own views in light of the evidence presented.*</b></p>	<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ building on others’ ideas and expressing our own clearly helps us engage</li> </ul>	<p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>SL.8.3. 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.</p> <p>SL.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.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ being prepared by researching the material helps us engage in effective collaborative discussions</li> <li>▪ build on others’ ideas</li> <li>▪ express our own [ideas] clearly</li> <li>▪ come to discussions prepared by reading or researching materials</li> <li>▪ explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue</li> <li>▪ probe and reflect on ideas under discussion</li> <li>▪ <b>*having rules for decision-making, helps us engage in collaborative discussions*</b></li> <li>▪ <b>*follow rules for decision-making*</b></li> <li>▪ track progress toward specific goals and deadlines</li> <li>▪ <b>*posing questions that connect other speakers’ ideas help engage in collaborative discussions*</b></li> <li>▪ <b>*pose questions that connect the ideas of several speakers*</b></li> </ul>	<p>effectively in a range of collaborative discussions</p> <ul style="list-style-type: none"> <li>▪ engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues</li> <li>▪ build on others’ ideas and express own ideas clearly</li> <li>▪ being prepared by researching the material helps us engage in effective collaborative discussions</li> <li>▪ come to discussions prepared having read and researched material</li> <li>▪ explicitly draw on and refer to researched material to probe and reflect on ideas during discussion</li> <li>▪ tracking progress towards specific goals and deadlines helps us engage in collaborative discussion</li> <li>▪ track progress toward specific goals and deadlines</li> <li>▪ follow rules for collegial discussions</li> </ul>	

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ respond to others’ questions and comments with relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>*responding to others’ questions and comments with relevant observations and ideas helps us engage in collaborative discussion*</b></li> <li>▪ posing questions that elicit elaboration helps us engage in collaborative discussion</li> <li>▪ bringing the discussion back on topic as needed helps us engage in collaborative discussion</li> <li>▪ pose questions that elicit elaboration during discussions</li> <li>▪ respond to others’ questions and comments with relevant observations and ideas</li> <li>▪ <b>*acknowledge new information expressed by others*</b></li> <li>▪ <b>*modify our own views when warranted*</b></li> </ul>	

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*Language*

<b>Focus Standards and Student Learning Objectives</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</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 (e.g., <i>precede, recede, secede</i>).</li> <li>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.</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> <p>We are learning to/that...</p>	<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>*grade 7* reading and content</i>, 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 (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>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.</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> <p>We have learned to/that...</p>	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

## Grade 8: NJSL-ELA – Prerequisite Concepts and Skills by Strand

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ 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</li> <li>▪ 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>▪ use Greek/Latin root words and affixes to determine the meaning of word</li> <li>▪ consult print and digital reference materials to determine or clarify the pronunciation, meaning, and part of speech of unknown and multiple-meaning words or phrases.</li> <li>▪ 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>	<ul style="list-style-type: none"> <li>▪ the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies</li> <li>▪ 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>▪ use Greek/Latin root words and affixes to determine the meaning of words</li> <li>▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital</li> <li>▪ find the pronunciation of a word</li> <li>▪ determine or clarify its precise meaning or its part of speech</li> <li>▪ 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>	

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<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech <b>*(e.g. verbal irony, puns)*</b> in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ words carry different meanings depending on how they are used</li> <li>▪ <b>*interpret figures of speech (e.g. verbal irony, puns) in context*</b></li> <li>▪ use relationships between words to better understand each word</li> <li>▪ distinguish between connotation and denotation of words</li> </ul>	<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ <b>*interpret figures of speech-in context*</b></li> <li>▪ use the relationship between particular words to better understand each of the words.</li> <li>▪ distinguish between connotations and denotations of words with similar denotations (definitions)</li> </ul>	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

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<p>L.8.6. 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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ accurate use of words and phrases is important to comprehension or expression.</li> <li>▪ acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<p>L.7.6. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ acquire accurately grade-appropriate general academic words and phrases</li> <li>▪ use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>▪ gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	