

Voyages in English 2018
Grade 8
Correlations to NJ State Standards
(Updated March 2017)
New Jersey Grade 8

Progress Indicators for Writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Text Types and Purposes	Grammar Section-Lesson	Writing Chapter-Lesson
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.	G2.3; G3.1; G5.2; G8.8	W6-CO; W6-L1; W6-L3; W6-WW; W9-CO; W9-

		L1; W9–WW; W10–CO; W10–L1; W10–WW
A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		W6–L1; W6–WW; W9–CO; W9–L1; W9–L3; W10–L1; W10–L5
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		W6–L1; W9–CO; W9–L1; W10–L1; W10–L5
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		W6–L4; W6–WW; W9–CO; W9–L2; W9–L3; W9–WW
D. Establish and maintain a formal style.		W9–L1; W9–WW; W10–WW
E. Provide a concluding statement or section that follows from and supports the argument presented.		W6–L1; W6–WW; W9–CO; W9–L1; W10–L1
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.	G1.3; G1.4; G1.5; G3.4; G3.6; G4.7; G4.8; G4.9; G4.10; G5.3; G5.4; G5.7; G5.8; G5.9; G6.5; G7.3; G7.4; G7.5; G7.6; G8.1; G8.2; G8.3; G8.7; G8.9; G8.10; G9.2; G9.3; G9.6; G10.1; G10.2	W2–CO; W2–L1; W2–L2; W2–WW; W3–CO; W3–L1; W3–L2; W3–WW; W5–CO; W5–L1; W5–L2; W5–L4; W5–L5; W5–WW; W8–CO; W8–L1; W8–WW; W10–L2; W11–L5
A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and		W2–L1; W2–L2; W2–WW; W3–L1; W3–L2; W3–L3; W5–L1; W8–L1; W8–WW

multimedia).		
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	G3.7; G3.10; G4.6; G5.11	W2–L1; W2–L2; W2–L3; W3–L2; W5–L2; W6–L3; W8–WW
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		W2–L2
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		W2–WW; W3–WW; W4–L4
E. Establish and maintain a formal style/academic style, approach, and form.		W3–L2; W3–WW
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.		W2–L1; W3–L5; W5–L1; W8–WW
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	G2.1; G2.4; G3.2; G3.3; G3.5; G6.1; G7.1; G9.4	W1–CO; W1–L1; W1–L2; W1–L6; W1–WW; W7–CO; W7–L1; W7–WW; W11–CO; W11–L1; W11–L2; W11–WW
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.		W1–L3; W1–L4; W4–L1; W4–L2; W4–L6; W7–L1; W7–L2; W7–L6; W11–L1; W11–L2; W11–WW
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		W1–L2; W7–L1; W7–L2; W7–L3; W7–L4; W7–WW; W11–CO; W11–L1; W11–L2; W11–L3

C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		W1–L3
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		W1–L2; W1–L4; W1–L5; W1–WW; W4–L1; W4–L2; W4–L3; W4–L4; W4–L6; W4–WW; W7–L1; W7–5; W11–L3; W11–WW
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.		W1–L2
Production and Distribution of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
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.)	G1.1; G1.2; G2.5; G5.1; G5.5; G5.6; G5.10; G9.1	W1–WW; W2–L1; W2– WW; W3–L1; W3–L5; W3–WW; W4–WW; W5– WW; W6–L2; W6–WW; W7–L5; W7–L6; W7–WW; W8–WW; W9–WW; W10– WW; W11–WW
W.8.5. 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.		W1–L4; W1–WW; W2–L2; W2–L3; W2–WW; W3–L2; W3–WW; W4–L3; W4– WW; W5–WW; W6–WW; W7–WW; W8–WW; W9– L4; W9–WW; W10–WW; W11–WW

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.		W1–WW; W2–L2; W2–L5; W3–L5; W3–WW; W4–L2; W4–WW; W5–L2; W5–WW; W6–L6; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
Research to Build and Present Knowledge	Grammar Section-Lesson	Writing Chapter-Lesson
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	G2.2	W3–WW; W5–L6; W5–WW; W8–L1; W8–L4; W8–WW
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.	G7.4; G7.5	W4–L6; 4–WW; W5–L3; W6–L2; W8–L1; W8–L2; W8–L3; W8–L4; W8–WW; W9–L4; W9–WW
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		W3–L5; W5–L3; W6–L3; W8–L3; W9–L2; W9–L3
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”).		W7–WW; W10–L2; W10–L6; W10–WW; W11–L5

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”).		W2–L1; W2–L2; W3–WW; W6–L1; W6–L3; W9–WW; W10–L5
Range of Writing	Grammar Section-Lesson	Writing Chapter-Lesson
W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		W1–WW; W2–WW; W3– WW; W4–WW; W5–WW; W6–WW; W7–WW; W8– WW; W9–WW; W10–WW; W11–WW

Progress Indicators for Speaking and Listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Comprehension and Collaboration	Grammar Section-Lesson	Writing Chapter-Lesson
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		W1–L6; W3–L6; W5–L6; W8–L6; W9–L6; W1–L6L W11–L6

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.		W8–L6; W9–L6; W10–L6
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		W8–L6; W9–L6; W10–L6
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		W9–L6; W10–L6
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		W9–L6; W10–L6
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		W2–L6; W9–L6
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.		W1–L6; W2–L6; W4–L6; W5–L6; W6–L6; W8–L6; W9–L6; W10–L6
Presentation of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
SL.8.4. Present claims and findings, emphasizing salient points		W2–L6; W5–L6; W6–L6;

	in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	W8–L6; W9–L6; W11–L6
SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	W1–L6; W2–L6; W4–L6; W6–L6; W7–L4, WW; W8–L6; W11–L6
SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	W1–L6; W3–L6; W4–L6; W7–L6, WW; W9–L6; W11–L5

Progress Indicators for Language

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts

Conventions of Standard English	Grammar Section-Lesson	Writing Chapter-Lesson
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	G1.1–1.6; G2.1–2.5; G3.1–3.11; G4.2–4.4; G4.6; G4.9–4.11; G6.1–6.5; G7.1–7.6; G11.1–11.4; G11.8–11.11	W2–L1; W2–L3; W2–WW; W3–L3; W5–L1; W5–L4; W6–L2; W6–L5; W7–WW; W8–L3; W8–L4; W8–WW; W11–L4; W11–WW

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	G4.1; G5.1–5.11; G8.2; G11.4–11.7; G11.11	W4–L4; W4–L6; W4–WW; W6–L5
B. Form and use verbs in the active and passive voice.	G4.5; G4.9; G5.1; G5.3; G5.6	W3–WW
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	G4.7–4.8	
D. Recognize and correct inappropriate shifts in verb voice and mood.	G4.5; G4.7	W11–L4
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	G1.5–1.6; G9.4; G10.1–10.5	W9–WW; W10–WW; W11–L3
A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	G10.1	W11–L3
B. Use an ellipsis to indicate an omission.		
C. Spell correctly.		W3–WW; W11–WW
Knowledge of Language	Grammar Section-Lesson	Writing Chapter-Lesson
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	G1.1–1.6; G2.1–2.5; G3.2–3.11; G4.1–4.7; G4.9–4.11; G5.1–5.11; G6.1–6.5; G7.1–7.6; G8.1–8.3; G8.6–8.11; G9.1–9.4; G9.6; G11.1–11.11	W1–L2; W1–L5; W1–WW; S2–WW; W3–L3; W3–L5; W4–L1; W4–WW; W5–L4; W5–WW; W6–L1; W6–WW; W7–WW; W8–WW; W9–L3; W9–WW; W10–WW

A. 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).	G4.8	
Vocabulary Acquisition and Use	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W2–L4; W2–L5; W4–L4; W8–L5; W9–L4
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.		W1–L5; W2–L2; W3–L4; W4–L4; W7–L4; W8–L5; W9–L4; W10–L4
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).		W2–L4; W5–L5; W6–L5
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.	G1.1; G2.3	W2–L4; W2–L5; W4–L4; W5–L1; W5–L5; W7–L4; W8–L5; W9–L4
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).		W2–L4; W2–L5; W7–L4; W8–L5
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		W4–L5; W4–WW; W5–L2–W7–L4; W7–L5
A. Interpret figures of speech (e.g. verbal irony, puns) in		W4–L5; W9–L4; W10–L4

context.		
B. Use the relationship between particular words to better understand each of the words.	G11.1–11.8	W1–L5
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).		W4–L4
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.		W2–L5; W9–L4

Progress Indicators for Reading Literature

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W7-CO; W10-CO; W10-L1; W10-WW; W11-CO; W11-L1; W11-L2
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.		W7-L1; W7-L5; W10-CO; W10-WW; W11-CO; W11-WW
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.		W7-L1; W7-L2; W7-L3; W7-WW; W11-L1; W11-L3; W11-WW
Craft and Structure	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W1-L5; W6-L5; W7-L4; W8-L5; W9-L4; W10-L4; W11-L3
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text		W1-CO; W7-CO; W11-CO

contributes to its meaning and style.		
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.		W7–L3; W7–L4; W10–L4
Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W10–L6; W11–L6
RL.8.8 (Not applicable to literature)		
RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural 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.		W10–L2; W10–L6; W10–WW
Range of Reading and Level of Text Complexity	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W1; W7; W10; W11

Progress Indicators for Reading Informational Text

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Key Ideas and Details	Grammar Section-Lesson	Writing Chapter-Lesson
RI.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.		W3–L2; W5–L2; W5–L3; W9–L1; W9–L2; W9–WW
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.		W2–CO; W2–L1; W2–WW; W3–CO; W3–L1; W3–L2; W3–WW; W5–CO; W5–L1; W5–WW; W8–CO; W8–L1; W8–WW; W9–CO; W9–L1; W9–L2; W9–WW
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		W4–L3; W5–L2; W6–L4; W9–L2; W9–L3
Craft and Structure	Grammar Section-Lesson	Writing Chapter-Lesson
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		W2–L4; W3–L2; W4–L5; W5–L5; W8–L5; W9–L4

allusions to other texts.		
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.		W2–WW; W3–WW; W3–WW; W5–WW; W8–WW; W9–L1; W9–WW
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.		W5–CO; W5–L1; W8–CO; W8–L1; W9–CO; W9–L1; W10–CO; W10–L1
Integration of Knowledge and Ideas	Grammar Section-Lesson	Writing Chapter-Lesson
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		W2–WW; W3–WW; W3–WW; W5–WW; W8–WW; W9–L1; W9–WW; W11–L6
RI.8.8. 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.		W6–L1; W9–L1
RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		W5–L3; W6–L3
Range of Reading and Level of Text Complexity	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W2; W3; W4; W8; W9

