

Voyages in English 2011
Grade 8
Correlations to NJ State Standards

(Updated August 2010)

New Jersey Language Arts Literacy

Grade 8

STANDARD 3.1 (Reading)		
All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.		
A. Concepts About Print/Text	Grammar Section-Lesson	Writing Chapter-Lesson
1. Identify and use organizational structures to comprehend information (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W5-L1; W6-CO; W7-CO; W8-CO
B. Phonological Awareness	Grammar Section-Lesson	Writing Chapter-Lesson
No additional indicators at this grade level.		
C. Decoding and Word Recognition	Grammar Section-Lesson	Writing Chapter-Lesson
1. Distinguish among the spellings of homophones to determine meaning (e.g. cite, site, sight).	G3.5	W8-L5
2. Apply spelling rules and syllabication that aid in decoding and word recognition.	G1.6; G2.3; G3.5; G6.3	W3-L4
3. Continue to use structural analysis and context analysis to decode new words.		W2-L4; W5-L5; W6-L5
4. Apply knowledge of word structures and patterns to read with automaticity.		W3-L4; W8-L5
D. Fluency	Grammar Section-Lesson	Writing Chapter-Lesson
1. Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Read increasingly difficult texts silently with comprehension and fluency.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
E. Reading Strategies (before, during, after reading)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO

experiences.		
2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).		W1-CO; W1-L1; W2-CO; W2-L1; W3-CO; W3-L1; W4-CO; W4-L1; W5-CO; W5-L1; W6-CO; W6-L1; W7-CO; W7-L1; W8-CO; W8-L1
F. Vocabulary and Concept Development	Grammar Section-Lesson	Writing Chapter-Lesson
1. Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
2. Clarify word meanings through the use of a word’s definition, example, restatement, or contrast.		W1-L5; W2-L5; W3-L4; W4-L5; W7-4; W8-L5
3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.		W1-L5; W2-L4; W2-L5; W3-L4; W4-L4; W4-L5; W5-L5; W6-L5; W7-4; W8-L5
4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.		W3-L4; W4-L5; W7-L4
5. Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.		W1-L5; W4-L4; W6-L3; W8-L5
G. Comprehension Skills and Response to Text	Grammar Section-Lesson	Writing Chapter-Lesson
1. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.		W5-CO; W5-L2; W5-WW; W6-L1; W6-L3
2. Compare and analyze several authors’ perspectives of a character, personality, topic, setting, or event.		W1-CO; W4-CO; W7-CO
3. Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.		W1-L5; W2-L5; W3-L4; W4-L5; W7-4; W8-L5
4. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters		W1-CO; W4-CO; W7-CO

influence the progression and resolution of the plot.		
5. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.		W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W8-CO
6. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.		W1-CO; W4-CO; W7-CO
7. Respond critically to text ideas and the author’s craft by using textual evidence to support interpretations.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
8. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.		W1-CO; W2-CO; W3-CO; W3-L4; W4-CO; W4-L5; W5-CO; W6-CO; W6-L3; W7-CO; W7-L3; W7-L4; W8-CO
9. Identify and analyze recurring themes across literary works.		W1-CO; W4-CO; W7-CO
10. Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).		W7-L5
11. Identify and understand the author’s use of idioms, analogies, metaphors, and similes in prose and poetry.		W4-L5; W7-L4
12. Understand perspectives of authors in a variety of interdisciplinary works.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
13. Interpret text ideas through journal writing, discussion, and enactment.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
14. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.		W2-L2; W2-L5; W2-L6
15. Compare and analyze the various works of writers through an		W1-CO; W2-CO; W3-CO;

author's study.		W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
H. Inquiry and Research		
1. Produce written and oral work that demonstrates comprehension of informational materials.		W2-L1; W2-WW; W5-L1; W5-WW; W8-L1; W8-WW
2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.		W1-CO; W4-CO; W7-CO
3. Collect materials for a portfolio that reflect personal career choices.		W3-L6; W3-WW
4. Self-select materials appropriately related to a research project.		W5-L3; W5-WW; W8-L2; W8-L4; W8-WW
5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).		W1-CO; W1-L1; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.		
A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.		W1-L1; W1-WW; W7-L1; W7-L2; W7-L3; W7-WW
2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.		W1-L1; W1-L2; W1-WW; W2-L1; W2-L2; W2-WW; W3-L3; W3-WW; W4-L2; W4-WW; W5-L4; W5- WW; W6-WW; W7-WW; W8-WW
3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers,		W1-L3; W1-WW; W2- WW; W3-WW; W4-L3;

brainstorming, technology-assisted processes).		W4-WW; W5-WW; W6-L2; W6-WW; W7-WW; W8-WW
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Utilize the New Jersey Registered Holistic scoring rubric to improve and evaluate their writing and the writing of peers.		(Program uses VIE rubrics)
6. Compose, revise, edit, and publish writing using appropriate word processing software.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
7. Reflect on own writing, noting strengths and setting goals for improvement.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
B. Writing as a Product (resulting in a formal product or publication)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.		W1-L1; W1-L2; W1-WW; W2-L1; W2-WW; W3-L1; W3-L2; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-L1; W6-L2; W6-WW; W7-L1; W7-L3; W7-WW; W8-L1; W8-WW
2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.		W1-WW; W7-WW
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page.		W5-L1; W5-WW; W8-L1; W8-L3; W8-L4; W8-WW
4. Write a range of essays, including persuasive, speculative		W1-WW; W4-WW; W6-

(picture prompt), descriptive, personal, or issue-based.		WW
C. Mechanics, Spelling, Handwriting	Grammar Section-Lesson	Writing Chapter-Lesson
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.	G1.1–1.6; G2.1–2.5; G3.1–3.11; G4.1–4.11; G5.1–5.11; G6.1–6.5; G7.1–7.6; G8.1–8.11; G9.1–9.6; G10.1–10.5; G11.1–11.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.	G8.1–8.11; G9.1–9.6; G11.1–11.10	W1-L4; W1-WW; W2-WW; W3-L3; W3-WW; W4-WW; W5-L4; W5-WW; W6-WW; W7-WW; W8-WW
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.	G8.11; G10.1–10.2; G11.4	
4. Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas.	G1.5; G5.4; G6.4; G8.8; G9.1–9.6; G11.2	
5. Use transition words to reinforce a logical progression of ideas.	G9.3–9.4	W1-L3; W6-L4
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.	G1.1–1.6; G2.1–2.5; G3.1–3.11; G4.1–4.11; G5.1–5.11; G6.1–6.5; G7.1–7.6; G8.1–8.11; G9.1–9.6; G10.1–10.5	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.		W1-L5; W2-L5; W4-L4; W5-L3; W8-L4
8. Write legibly in manuscript or cursive to meet district standards.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.		W1-WW; W2-WW; W3-L2; W3-WW; W4-WW;

		W5-WW; W6-L2; W6-WW; W7-WW; W8-WW
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).		W1-L1; W1-WW; W2-L1; W2-WW; W3-L1; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-L1; W6-WW; W7-L1; W7-WW; W8-L1; W8-WW
4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events, or situations through the use of specific details.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, comparison and contrast of characters).		W3-L5; W4-L5; W4-WW; W7-L3; W7-L4; W7-WW
6. Use a variety of primary and secondary sources to understand the value of each when writing a research report.		W5-L3; W5-WW; W8-L2; W8-L4; W8-WW
7. Write reports based on research and include citations, quotations, and works cited page.		W5-WW; W8-L3; W8-L4; W8-WW
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.		W5-CO; W5-WW; W6-CO; W6-WW; W8-CO; W8-WW
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.		W5-WW; W5-L1; W5-L2
10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.		W5-L2; W6-L1; W6-L6; W6-WW
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.		W6-L1; W6-L6; W6-WW
12. Choose an appropriate organizing strategy, such as		W3-L1; W5-L1; W6-L1

cause/effect, pro and con, parody, to effectively present a topic, point of view, or argument.		
13. Use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio).		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
15. Review scoring criteria of relevant rubrics.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.		
A. Discussion (small group and whole class)	Grammar Section-Lesson	Writing Chapter-Lesson
1. Support a position, acknowledging opposing views.		W5-L6; W6-L6
2. Present ideas and opinions spontaneously in response to a topic or other speakers.		W5-L6; W6-L6
3. Apply rules for cooperative or whole class debate on a controversial issue.		W6-L6
4. Define group roles using consensus to ensure task is understood and completed.		W7-L6
5. Participate in an informal debate (e.g., panel discussion).		W6-L6
6. Respond orally to literature.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
7. Participate in class discussions appropriately.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6;

		W7-L6; W8-L6
B. Questioning (Inquiry) and Contributing		
1. Paraphrase others' comments to clarify viewpoints.		W3-L5; W8-L6
2. Question to clarify others' opinions.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Solve a problem or understand a task through group cooperation.		W5-L6; W6-L6
C. Word Choice		
1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Develop and use advanced vocabulary related to a topic.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Use language that stimulates an audience's interest.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Incorporate varied sentence structure and correct grammar.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
D. Oral Presentation		
1. Use writing to prompt discussion and enhance planning of formal and informal presentations.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Use visual aids, media, and/or technology to support oral communication.		W2-L6; W4-L6; W5-L6; W6-L6; W8-L6
3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives,		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6;

and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches.		W7-L6; W8-L6
4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
6. Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.		W6-L6
8. Read aloud with fluency.		W7-L6; W8-L6

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.		
A. Active Listening	Grammar Section-Lesson	Writing Chapter-Lesson
1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Recognize persuasive techniques and credibility in oral communication.		W6-L6; W8-L6
5. Listen to determine a speaker's purpose, attitude, and perspective.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
B. Listening Comprehension	Grammar Section-Lesson	Writing Chapter-Lesson
1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
3. Critique information heard or viewed.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).		www.voyagesinenglish.com
5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
6. Paraphrase a speaker's purpose and point of view.		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
7. Make inferences based on an oral report or presentation.		www.voyagesinenglish.com

STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.		
A. Constructing Meaning	Grammar Section-Lesson	Writing Chapter-Lesson
1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude.		W6-CO
2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.		W7-L1; W7-L6

3. Analyze and respond to visual and print messages (e.g., humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages.		W4-L5; W6-L3
B. Visual and Verbal Messages	Grammar Section-Lesson	Writing Chapter-Lesson
1. Analyze and compare the pros and cons of visual and verbal advertising.		W6-L3
2. Evaluate various media messages for credibility.		W6-L3
3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.		W6-L3
4. Make inferences based upon the content of still images.		W6-L3
5. Compare and contrast media sources, such as film and book versions of a story.		W7-L1; W7-L2
C. Living with Media	Grammar Section-Lesson	Writing Chapter-Lesson
2. Analyze media content for emotional effect on audience.		W6-L3; W6-L4
3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.		W5-L6; W8-L6